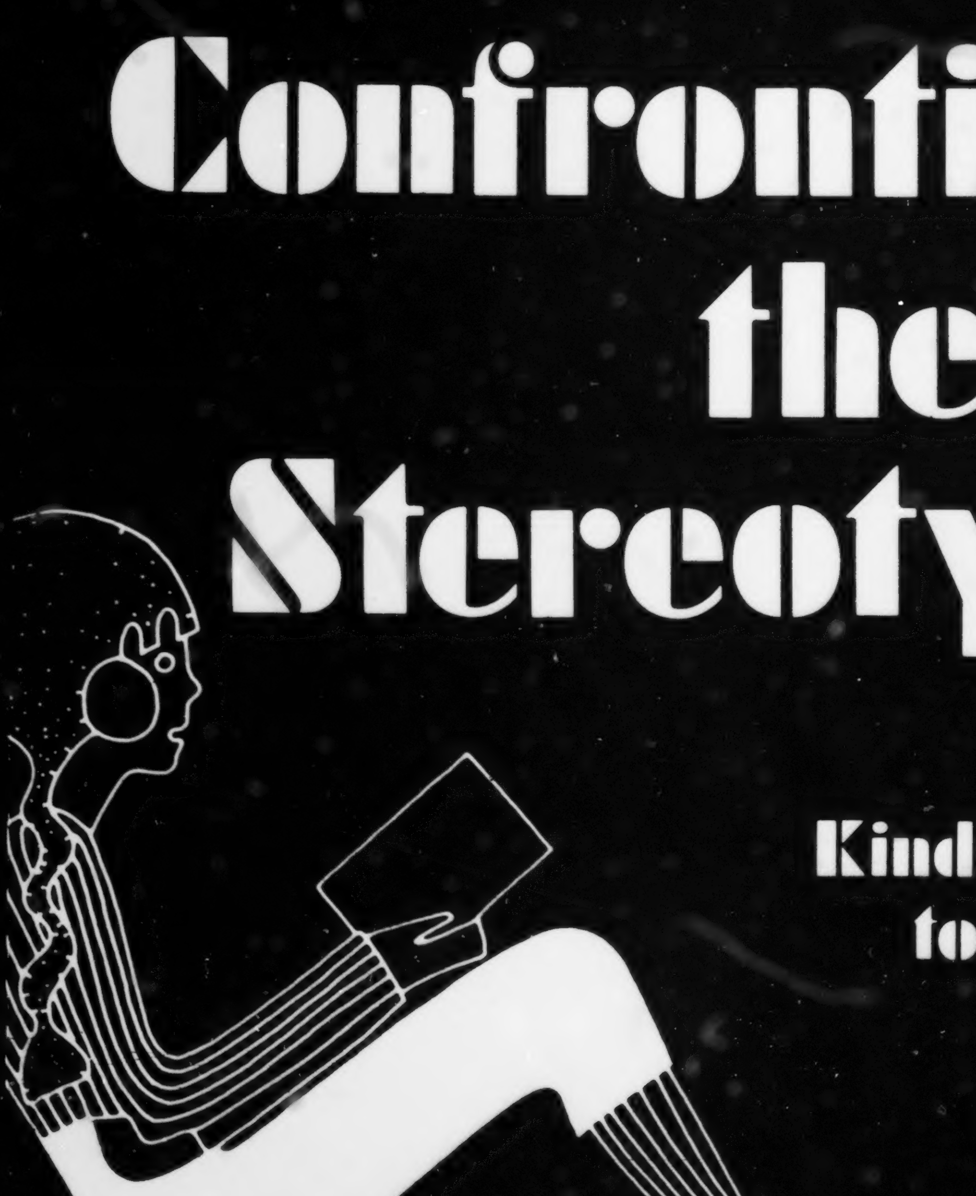
Volume I

Confronting the Stereotypes



Kindergarten to Grade 4

Manitoba
Education

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VOLUME I

CONFRONTING THE STEREOTYPES

KINDERGARTEN TO GRADE FOUR

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PREFACE

This is the second, revised edition of Confronting the Stereotypes, first produced in 1977 under the sponsorship of the Manitoba human Rights Commission and the Department of Education. The original edition, researched and written by Women for Non-Sexist Education, comprised an analysis of all texts approved for use in schools at the primary levels.

The new revised edition contains analyses of all new texts approved for use in schools as of September 1984. Analyses of texts which are no longer approved have been dropped from this edition.

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INTRODUCTION

This revised edition of Confronting the Stereotypes Grades K-4 (Volume 1 of a two-part series in which Volume II covers Grades 5-8) indicates that examples of biases, stereotypes and negative images, analyzed in earlier editions of this publication, remain prevalent in current approved materials. While effort has been made to rid texts of such biases, it is still essential for teachers to continue monitoring approved materials to ensure that misinformation and misconceptions are not passed on to students.

The incidence of discrimination faced by women, native people, immigrants and the poor is well documented.[1] In response to this evidence, governments have passed laws against discrimination in areas such as housing and employment to protect basic human rights. To the casual observer, bias in our elementary schools may seem insignificant by comparison. However, studies indicate that the school has a sizeable influence on young children who are developing their own values:

> In the course of his/her education a student acquires more than skills and knowledge. Students find and continue to modify their image of themselves, and continue to shape their attitudes towards other persons, races, and cultures. To be sure, the school experience is not the sole force that shapes self-images and attitudes towards others. But in the measure that the school does erert this influence, it is essential that the materials it provides foster in the student not only a self-image deeply rooted in a sense of personal dignity, but also the development of attitudes grounded in respect for and understanding of the diversity of [Canadian] Society.[2]

It cannot be argued that our schools offer equal opportunities for all students, since many reports document the existence of bias in them. Clear evidence of sex-role stereotyping of girls and women is revealed in the 1970 Royal Commission Report on the Status of Women in Canada:

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[1] See in this publication "Annotated Bibliography."

[2] The Task Force on Racism and Bias in the Teaching of English, National Council of Teachers of English, p. 14.

> A woman's creative and intellectual potential is either underplayed or ignored in the education of children from their earliest years. Although much influence may seem insignificant to an adult reader, it is important to remember that the readers are children and that they learn through models whom to emulate. The sex-roles described in these textbooks provide few challenging models for young girls and they fail to create a sense of community between men and women as fellow human beings.[3]

Further, Wahbung, a 1971 report published by the Manitoba Indian Brotherhood, details the failure of our system to respond adequately to Treaty Indian children. While ninety percent of the white students entering grade one can expect to complete grade twelve, only ten percent of the native students can expect to do the same.[4]

These findings have led to the recommendation that biased textbooks be withdrawn from use and new texts be written. But because publishers revise their offerings on an irregular basis and because schools cannot purchase new textbooks every year, this recommendation provides only a long-term solution to a pressing problem. Recognizing that some older materials have educational value and that they will continue to be used for some time, educators must nonetheless ensure that biased attitudes are not conveyed to students as acceptable. Stereotyping and biased viewpoints should be confronted so that students can learn respect for human rights and values.

This handbook explores ways of creating unbiased educational experiences for students in non-stereotyped learning environments at the primary level. It first examines the textbooks and curricula currently used in Manitoba's elementary schools and then suggests how these materials can be presented in an unbiased way. New materials and activities that can be introduced to correct the imbalances of the curriculum are identified. Patterns of interaction between teachers and students and among students themselves are also analyzed. In all instances, the goal is to help teachers establish a classroom environment where children develop a sense of themselves without the imposition of limitations relating to sex, race, religion, and ethnic or economic circumstances.

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[3] Canada, Royal Commission Report on the Status of Women in Canada, Ottawa, Ontario, 1970, p. 13.

[4] Manitoba Indian Brotherhood, Wahbung: Our Tomorrows by the Indian Tribes of Manitoba, Winnipeg, 1971, p. 5.

DO'S AND DON'TS FOR TEACHERS AND SCHOOLS[5]

The key to dealing with bias in the classroom is teacher awareness. Teachers mights ask themselves how they feel about suggestions presented here: as teachers do they encourage students to act freely or do they impose limitations on students related to sex, race, or economic background?

TEACHER INTERACTION WITH STUDENTS

Don't correct student behaviour according to the sex of students: "Don't fight June, that's not ladylike," or "Boys don't cry, Kevin."

Don't excuse behaviour in one sex that would not be tolerated in another; don't assume, for example, that only girls cry, that only boys fight.

Do decide what is acceptable behaviour for all students: "Sall, don't run in the hall. It is dangerous."

Don't teach different manners to boys and girls; don't encourage a "ladies first" attitude in girls or ask boys to open doors for girls.

Do teach all children to be courteous and helpful to all people.

Don't punish aggressive behaviour in girls more than in boys.

Don't assume that "boys will be boys."

Don't give the most attention, both positive and negative, to students in the class who are most conspicuous.

Do try to interact as much with the less demanding students as with the more demanding. Encourage the less active students to participate.

Don't assume that either sex or any racial group is more docile or passive.

Do give recognition to girls and minority group students by placing them in leadership positions.

Don't assume that children from lower income or recent immigrant families are less intelligent than children from middle-class backgrounds.

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[5] Portions adapted from Wendy Hurst, et al., Breaking the Mold, Lesson Aids to Explore Sex Roles, K-7, British Columbia Teachers' Federation, 1974.

Do encourage all children to maximize their potential by providing equal opportunities.

Don't use sexist language, such as "tomboy," "sissy," "old maid," or "the farmer and his wife."

Don't use "man" to mean person or "mankind" to mean humankind or all people.

Do check textbooks and other materials for offensive content. Discuss it with the students. Are females portrayed as having independent identities or as being "appendages" to males,(John's wife, Mary's mom). Are girls under-represented in books? Are they seen as silly, scared, unimaginative, unadventurous?

Do find opportunities to provide accurate and full explanations of contributions made by women, native people, immigrants and the working class to the growth and development of Canadian culture.

Don't divide the students on the basis of sex for group activities, line-ups, outings, and field trips, or when allocating sports equipment.

Do use such means as alphabetical order of names or spatial location in the classroom when dividing the class into smaller groups.

Don't allocate jobs in the classroom and around the school on the basis of sex; don't assume that only boys should locate and run projectors, help the janitor, and set up science corners, and that only girls should clean tables, scrub sinks, help secretaries, and look after younger children. Make sure everyone is familiar with what each job entails.

Don't assume that different racial or ethnic groups have unique inborn characteristics.

Don't assume that boys and girls have different abilities according to sex.

Do encourage the understanding that our environment shapes our lives, and that people without opportunities cannot excel.

Do encourage all students to use manipulative materials (such as screwdrivers and hammers), to use sewing machines (to make personal clothing items and "useful" objects), and to learn to cook basic daily foods.

Don't assume that all families can afford the cost of "extras", such as gym clothes and field trips.

Do try to have the school set up a special fund to assist low-income families to pay for school activities.

STUDENT INTERACTION

Don't allow students to use slang or derogative terms to describe others, of which "chick," "baby," "red neck," and "gook" are examples.

Don't allow one sex to make demeaning comments about the other; discourage this kind of statement: "That's a dumb girl's book, I won't read that."

Do encourage boys and girls to play together during recess and recreation periods and to work together on school projects, such as science experiments. Discourage the prejudice that friendships between boys and girls are silly.

Don't assume girls will be more interested in child care than boys. Both boys and girls can grow up to be parents.

Do ask both boys and girls to help when older students are needed to take care of kindergarten and primary students.

Don't assume that various hobbies and after school activities will be of interest to only one sex.

Do consider new activities that could be offered to boys and girls together, such as crafts and yoga.

TEACHER INTERACTION

Don't always assign to women teachers the "housekeeping" tasks to be done in school and in the staff room.

Do work to have staff rooms integrated in schools where men and women teachers have separate facilities.

Don't allow women only to buy coffee or bring cookies.

Don't allow men only to assume positions of authority or act in supervisory capacities: chairing meetings or setting up audio visual equipment.

Do encourage women teachers to conduct the general assembly or supervise the cafeteria.

Do encourage fellow staff who are women or members of minority groups to apply for administrative positions, head teachers' committees, and be active in the M.T.S.

NURSERY - KINDERGARTEN

NURSERY - KINDERGARTEN

Kindergarten is a very special time. For many children it is their first exposure to a school environment, and it is a time of intense learning and development. Much of the young child's learning occurs during play, through the imitation of adult roles. This section discusses environmental structures that encourage the free and full development of human qualities.

Teachers who want their students to have the widest opportunities for individual growth must help them, from an early age, to develop understanding of individual differences.

Learning centres can be structured to encourage independent learning experiences. The best learning centres are designed to create a full range of opportunities for student exploration.

> A kitchen area is too often seen as a "girl's area." Instead, a home centre can be established, combining kitchen and woodworking areas.
>
> A travel centre with a big wheel attached to a dashboard enables children to imagine piloting a plane, bus, train, car or rocketship.
>
> A health centre can be fun. Children can play at being doctors, veterinarians, dentists, ambulance attendants, nurses, and para medics. Displays of pictures showing men and women of different races in all occupations related to the field--useful in each learning centre--help children to role play freely.
>
> A media centre can offer interesting possibilities for dramatic play. Cardboard television sets designed so students can present their own programs to others can be constructed. Allowing students to use a tape recorder with a microphone enriches this activity.
>
> An automobile centre enables all students to work with machines and tools. Neighbourhood service station or junk store managers are often willing to donate an old carburetor and other car parts. Students can take apart and reassemble a carburetor, if provided with the necessary tools.

More structured classroom experiences for individuals and groups of stu dents can be planned by teachers to challenge the stereotyped images young children sometimes have. Participating in the following activities can help students prepare for a multiplicity of roles as adults.

Cooking provides excellent opportunities for students to learn how to follow simple directions and to work together toward a common goal. Often fathers of students can be encouraged to participate in these ses sions. It is interesting to explore recipes from different ethnic back grounds.

All children can participate in simple woodworking tasks. Children can begin by making a bird feeding station, a boat, or a picture frame. If lack of space or tools is a problem, popsicle sticks and glue can be used to construct picture frames, simple boxes or bird houses. Parents of students are often very supportive when asked to help with these projects.

In dramatic activities, the children should be encouraged to choose the roles they want to play. This process of self-appointment eliminates the "we need a girl to play Princess" syndrome and can even challenge various unimaginative assumptions; who says, for example, that little Red Riding Hood can only be played by a female? In fact, "tough acting" boys should be encouraged to play gentle, caring characters and gentle girls to act out fierce, aggressive roles, if understanding is to be promoted between students and new dimensions developed within individuals. Shadow box plays, wherein student actors perform behind sheets illuminated by slide projectors or flashlights, often work well to promote these goals.

A visual activity students enjoy is working with a flip book. This kind of book is constructed by drawing a woman on the front inside cover and a man on the back inside cover. Inside the book, characters are drawn whose roles can be identified by the action they perform or the clothes they wear. Once these characters are drawn, the top of each page should be cut off, leaving bodies without heads; these pages can then be flipped against the male and female figures on the covers, effectively placing these figures in various roles. Pictures should correspond so that, for example, identical doctors' bodies can be fitted to the male and female figures; this correspondence should cover a range of occupations so that both the male and female figures can appear as nurses, carpenters, et cetera.

Another visual activity involves making simple puzzles from pictures in magazines. These pictures can be pasted on heavy cardboard and then cut into pieces. Pictures of senior citizens at work, fathers taking care of young children, different types of families, and children and adults of a variety of races and ethnic backgounds are particularly useful to students.

Students can also learn by telling stories, if they are given titles like the following by way of direction: "Susie's Home Run," "John Helps His Little Brother," or "My Grandfather is a Firefighter." Children can be encouraged to illustrate their stories and take them home to their families.

Further, students can discuss fairy tales, and create new endings which are more modern, as the following illustrates:

> Little Ms. Muffet, sat on a tuffet,
> Eating her curds and whey,
> Along came a spider and sat down beside her,
> And Ms. Muffet said, "Go away." OR
> Ms. Muffet said "Get out of here, you long leggy spider."

Since children at the primary level are often curious about themselves and how they have grown from the time they were babies, it is often enlightening to invite parents of a small baby into the classroom to discuss basics of child care. A better discussion can take place if the father takes an active role in child care; he is then able to demonstrate what he does for his child and to discuss how he feels as a parent.

Finally, showing the film "Free to by You...and Me," or playing the record by the same title, is an excellent way to challenge stereotypes. These are available through the Manitoba Education Film Services Branch and the Library respectively. The songs which quickly become the favourites of the children include "Parents are People," "It's All Right to Cry," "William's Doll," and "Sisters and Brothers."

In using learning centres and planning classroom activities which encourage new activities and roles, teachers may see students behaving in stereotyped ways. They may be copying behaviour they have observed in others around them or in characters on television. Described below are examples of common incidents which may occur, with some suggestions for how teachers might handle them:

1. Exclusion Because of Race, Class or Sex

   Examples: A little girl wants to pretend she is a doctor/mechanic/firefighter. Bill says: "You can't be a doctor/mechanic/firefighter. You're a girl!" Or, a little boy wants to play in the doll area. The children taunt him, and Mary says: "You're a sissy. Dolls are for girls."

   Suggestions: Intervene immediately and explain that any child can play with any toys. Defend the child's choice and encourage his/her right to play wherever he/she wishes. Support the child who is being excluded.

   Provide pictures and posters of children and adults in non-stereotyped roles. Read the children books which reinforce the right of a child to choose freely. And always relate material directly to incidents which have occurred in the classroom.

2. Stereotyped Role Play

   Examples: A girl goes to the hospital centre. This time she can play, but only if she will be a nurse. Or, a boy goes to the travel centre, and play begins. But the teacher notices boys in this area are always conductors or pilots, while girls are stewardesses or ticket cashiers.

   Suggestions: Pictures of, and classroom visits by, men and women in non-stereotyped jobs can open up new play possibilities for both sexes and provide support for those wanting to experiment with other roles; for example, a boy, having met with peer discouragement for wanting to be a nurse, can learn to defend his choice: "See, I can so be a nurse. He is." You can also encourage the children to rotate roles, so that, for example, a girl is dodge ball captain one week, a boy the next.

3. Stereotyped Behaviour

Examples: Boys in schools are often encouraged to understand and develop their strength and agility, and girls to undermine theirs by concentration on their physical attractiveness. Sometimes a teacher can unthinkingly promote stereotypes by making comments like the following: "What a pretty dress, Jane. Don't you look nice;" or, "I need two strong boys to lift this table."

Suggestions: Since girls' shiny, often slippery shoes discourage them from participating in running or climbing games, all children should be encouraged to wear running shoes. Children can keep shorts or slacks at school for physical education or active times since dresses often restrict game playing. Pictures of athletic men and women should be displayed together, and all children should learn the rules to all games which they thereafter play together. Boys and girls should be complimented alike according to the same performance standards. Children should be encouraged to read about independent, adventurous girls and sensitive, gentle boys to discourage stereotypical assumptions.

Examples: The emotions children are taught to express are often limited according to their sex, as the following stereotypes to govern conduct indicate: "Girls can cry, but boys shouldn't;" or, "Boys can fight, but girls shouldn't." If a boy falls, hurts himself, and starts to cry, it is not uncommon for someone to say, "Big boys don't cry." Or, if a girl tries to direct others in play, her efforts may be seen automatically as bossy and aggressive.

Suggestions: Appropriate classroom behaviour should be required of all students, boys and girls alike. Too often what is called bossiness in girls is called leadership in boys. Further, since hurt children and adults can sometimes cry, stoicism should be as little encouraged in boys as aggression; neither should submissiveness be encouraged in girls. The track, "It's Alright to Cry" from the record "Free to Be...You and Me," can help children understand the need for emotional expression.

GRADES ONE TO FOUR

HEALTH

Manitoba Education has distributed interim curriculum guides for Health Education for K-9. The approved program should be implemented in all Manitoba schools by 1987.

A major unit of the K-9 Health Education curriculum is Social Emotional Well Being which emphasizes aspects such as the self, self-awareness, positive self-images, self-respect, and respect for other individuals. Study of these areas should establish the background against which children can develop a secure self-image, in turn leading them toward a state of emotional health whose components include respecting, tolerating, and appreciating others.

The Health Education curriculum, because it emphasizes social, emotional, and physical well being, stresses the equality of all people regardless of sex, race, or class similarities or differences. To achieve this major goal, teachers must encourage boys and girls to participate jointly, to the best of their abilities, in healthy activities--emotional and physical. At the same time, teachers must discourage the misconception that characteristics, skills, and abilities differ in relation to sex, race, and class differences.

No student textbooks have been approved and those recommended as teacher references have not be analyzed. When working from reference sources--even when working with activities suggested in curriculum guides--teachers will want to rely only on materials that encourage the development of health concepts appropriate to the level of student maturity and to prevailing community standards.

PHYSICAL EDUCATION

Physical abilities in children do not vary according to sex:

> Medical research indicates that boys and girls prior to puberty could be evenly matched in weight, strength and reaction time and that there is a greater range of individual differences within each sex grouping than across sex lines.[6]

But if physical abilities do not vary, opportunities to participate in activities certainly do. Comments made by teachers, well-meaning but unaware, often indicate to students that strength, agility, and athletic abilities are the exclusive domain of boys and men: "I need three strong boys to move this table," or, "The boys can play soccer while the girls jump rope." Statements like these can inhibit many girls and make many boys feel physically inadequate.

Unlike men, women have not been encouraged to grow up developing strength, skill or interest in athletics. Lack of opportunity and information, restrictive female clothes, folk tales about the danger of sports, discrimination, and lack of role models have all contributed to this. The emphasis on fitness and lifelong skills, and on individual skill development instead of team sports, can now help to equalize the process of physical development. All students, weak or strong, big or small, male or female, should develop fitness skills and an attitude of enthusiasm toward their health and well-being.

Guidelines teachers can follow to ensure equal physical education opportunities are provided below:

> All physical education activities in grades K to 3 should be co-educational.
>
> All playground activities should be integrated.
>
> All activities and skills in which students at the primary level participate should be explained to all students.
>
> Boys should be taught to skip and play hopscotch and girls to play soccer and floor hockey. No children will then be excluded from any activity on the playground because they do not possess the basic skills.

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[6] P. Exter and L. Sutherland, Recommendations for Investigation and Change in B.C. Physical Education and Athletics (Vancouver: Vancouver Elementary School Teachers' Association, 1974).

All students should be instructed in the basic rules of games played in the school area. No students will then be excluded because they are unfamiliar with the rules of such games as scrub baseball or marbles.

All students should be required to wear running shoes and shorts or slacks for physical education so that clothes do not limit activity.

MATHEMATICS AND SCIENCE

Very little evidence of bias was found in the Mathematics and Science materials. It is obvious that efforts have been made to improve the texts in terms of sexism, racism and class-bias. As it now stands, the problem of bias in Mathematics and Science lies not so much in the texts, as in the expectations of society towards the potentials, achievements and abilities of females and males in these subject areas.

Mathematics and Science have, for a long time, been fields dominated by males. Traditionally women have been excluded or directed away from these subjects into more"feminine" areas of study. The fact remains that ability or capabilities in Science and Mathematics are learned; the necessary skills are acquired and not innate to any one sex or group of people. For anyone to become proficient in Mathematics and Science, skills must be developed and practiced. Repeated sex-related restrictions or exclusions aimed at females have obviously resulted in a low number of women in these areas. If these exclusions and restricitons continue to be practiced, the traditional socialization of women into typically "female" jobs will be perpetuated, as will more general misconceptions about masculinity and femininity.

As well as ensuring that all course materials offer positive images of both sexes, teachers must encourage boys and girls to avail themselves of all educational opportunities in Mathematics and Science.

PUBLISHER: Copp Clark Pitman
TITLE: Mathways (Second Edition), 1981, Levels 1, 2 and 3
GRADE LEVEL: Grades 1, 2 and 3

General Comment:

Boys and girls of different races are well represented in the illustrations of all three texts. Illustrations depict children engaged in similar activities such as basketball and baseball. Unlike Books 2 and 3, Book 1 has a great disparity in the number of illustrations of males and females, featuring men more often and in more roles. The illustrations of women that are included, however, go beyond traditional stereotypes, a female firefighter and letter carrier being depicted, for example. The language of all the books is non-sexist, and free of race and class biases.

PUBLISHER: Copp Clark Pitman
TITLE: Mathways (Second Edition, 1981), Level 4
GRADE LEVEL: Grade 4

General Comment:

The illustrations, racically diverse, depict boys and girls engaged in similar activities. While fewer females than males are depicted in the illustrations, non-typical characterizations of both sexes are included; a man is depicted baking bread, for example, and a woman is shown in the role of a police officer. Language in the text is unbiased.

PUBLISHER: Ginn and Company
TITLE: Starting Points in Mathematics (Revised Edition, 1982), Levels 1 and 2
GRADE LEVEL: Grades 1 and 2

General Comment:

Only a small number of illustrations depict people. Those of boys and girls show them engaged in similar activities, with several children from various ethnic groups.

Illustrations of adults are few, depicting more males than females. Women appear in several positive roles, such as police officer and carpenter, but men, seldom portrayed in the home, are cast most often in typically active roles, as firefighter, heavy machine operator, and pirate, for example. The books are free of class and language biases.

PUBLISHER: Ginn and Company
TITLE: *Starting Points in Mathematics* (Revised Edition, 1982), Level 4
GRADE LEVEL: Grade 4

General Comment:

The language is non-sexist, and illustrations depict boys and girls engaged in similar activities, but non-white children are under-represented.

Illustrations of adults portray more males than females. Women are traditionally shown as teachers and nurses. Men, depicted as more physically active than women, are also assigned traditional activities and roles; for example, they ride horses and drive tractors, and are seen as veterinarians and police officers.

PUBLISHER: Holt, Rinehart & Winston
TITLE: Holt Mathematics System, 1980
GRADE LEVEL: Kindergarten, Grades 1-3

General Comment:

Generally, these texts are free of class, sex, and race biases. The illustrations portray people of various ethnic groups. Boys and girls are represented in equal numbers in the illustrations and mathematics problems.

Generally, sexist images of men and women have been successfully avoided. Women, for example, appear in a variety of non-traditional roles, portrayed as firefighters, painters, pilots, athletes, daycare workers, letter carriers, and police officers.

PUBLISHER: Holt, Rinehart & Winston
TITLE: Holt Mathematics System, Book 4, 1980
GRADE LEVEL: Grade 4

General Comment:

For the most part, stereotypes and biases are avoided. Although the photograph on the cover shows an all-white group, non-whites are included in the illustrations in the text. Boys and girls are equally represented in the mathematics problems and illustrations. There are, however, three times as many illustrations of men than of women, and correspondingly more male than female role models. While these illustrations do not depict women in non-traditional roles, neither do they portray stereotypes.

Although the majority of names in the text are Anglo-Saxon, several names suggest other ethnicities. And the language is generally non-sexist with the exception of one or two points.

p. 301 Problem: A gender modifier, "lady," is used to describe the female, while none is used to describe the male. Here, "lady" implies condescension, particularly since a similar modifier is not applied to the male: "The first lady mathematician," "The first man on the moon."

Suggestion: Gender modifers are best avoided. If one is required to specify female achievement, then "female" or "woman" is more appropriate than "lady".

PUBLISHER: Houghton Mifflin Canada
TITLE: *Houghton Mifflin Mathematics* Books 1, 2 and 3, 1982
GRADE LEVEL: Grade 1, 2 and 3

General Comment:

The illustrations depict an equal number of girls and boys of various races participating in many activities. However, there are more illustrations of adult males than of females and more masculine role models. Men are shown in a number of different roles ranging from cooking in the home to orbiting in space. Women appear for the most part in traditional roles, although a female balloonist, farmer, and downhill skier are depicted. Visible minorities are under-represented in illustrations of adults, both male and female. Language in all three texts is free of bias.

PUBLISHER: Houghton Mifflin Canada
TITLE: Houghton Mifflin Mathematics 4, 1982
GRADE LEVEL: Grade 4

General Comment:

The text is non-sexist in language and its illustrations avoid class, race, and sex biases and stereotypes. Boys and girls are equally represented in most of the illustrations and mathematics problems, as are children of various races and ethnicities. Illustrations of adult men and women are equally distributed, although male role models outnumber female.

PUBLISHER: Addison-Wesley
TITLE: Science, 1980, Book 2; Science, 1984, Book 2
GRADE LEVEL: Grade 2

General Comment:

A slight improvement occurs in the 1984 texts, given that effort appears to have been made to portray positive role models of men and women in non-traditional activities. Men are depicted grocery shopping and in the kitchen putting away groceries. Even though women are shown in some non-traditional roles (wood cutter, dentist, soil tester), the illustrations imply that men live more active lives. And there are more male than female role models.

By offering at least three illustrations of the handicapped, the 1984 text improves on the older text, if this group still remains under-represented. Illstrations of boys and girls of various races are equally distributed throughout the books. Overall, the texts are free of class, race, and language biases.

PUBLISHER: Addison-Wesley
TITLE: Science, 1980, Book 2; Science, 1984, Level 2
GRADE LEVEL: Grade 2

General Comment:

Neither text is sexist in language. Boys and girls are depicted in similar activities and in balanced numbers. Adult characters are equally distributed throughout the books, although there are more male than female role models. Females are primarily illustrated in stereotypical activities (smelling flowers) and traditional roles (nutritionist, dental hygienist). By contrast, men are portrayed in more active and job-related roles (tractor driver, doctor, trumpet player, police officer, road worker, and forester).

PUBLISHER: Addison-Wesley
TITLE: Science, 1980, Book 3; Science, 1984, Level 3
GRADE LEVEL: Grade 3

General Comment:

Racial diversity is well represented in the illustrations of both texts. The language is non-sexist, and boys and girls are shown participating in the same or similar experiments and activities, although a few illustrations do typecast the sexes (boy playing hockey, girl twirling baton). Handicapped people are represented by a single illustration.

There are more illustrations of males than of females and male role models are greater in number. "Science Heritage" added to the 1984 text (p.198) features all male contributors, which may give young readers the impression that females have not contributed to science. Teachers may wish to balance or clarify this impression. To do so, they might discuss first the difficulties women faced in earlier years in obtaining education and acceptance in areas such as science and then the women who nonetheless involved themselves in scientific studies. Such discussion would provide children, girls in particular, with positive role models in science.

PUBLISHER: Addison-Wesley
TITLE: Science, 1980, Book 4; Science, 1984, Level 4
GRADE LEVEL: Grade 4

General Comment:

It is obvious that the authors of both texts have successfully attempted to avoid bias and stereotypes. Several textual additions are made to the 1984 publication, but these do not reverse any gains made in the 1980 text. In both books the language is non-sexist, and illustrations show boys and girls performing similar experiments, as well as girls involved in such non-traditonal activities as drum playing. People of various races are fairly represented in illustrations. The common weakness of both texts is the under-representation of the handicapped, a group who participate in all aspects of society and who deserve representation in school texts.

Adult women are refreshingly portrayed in several non-traditional career fields; a woman appears as an electrician, a bacteriologist, and a car mechanic. Men and women are shown participating in the same activities, in one case working together in a plant nursery. In the 1984 text, all the scientists profiled are male--Thomas Edison, Ivan Pavlov, Benjamin Thompson, and Galileo Galilei. By way of balancing this list, teachers might discuss the recent discoveries and contributions of female scientists, and might perhaps point out that in earlier times women were discouraged from entering the scientific field.

p. 25 Comment: This page offers an excellent general description of an occupation in which both men and women can be involved.

p. 83
p. 103 Comment: Opportunities have been taken here to portray women in non-traditional career fields, thus effectively broadening the number of female role models. The general description avoids sexist language and stereotypes.

PUBLISHER: Houghton Mifflin Company
TITLE: Modular Activities Program in Science (MAPS), 1979.
GRADE LEVEL: 4

General Comment:

Children of both sexes and of various ethnic groups are to be found in these three texts, and in the activity and record books corresponding to them. No race, sex, or class biases are indicated either by the dress or the activities of the children. Nearly three times as many men as women are shown, however, and adult role models rely heavily on stereotypes; men appear as police officers, truck drivers, and athletes, and women as nurses, teachers, and cooks. It should be noted, though, that men are also shown caring for children.

PUBLISHER: Houghton Mifflin
TITLE: Science 1, 2 and 3, 1979.
GRADE LEVEL: Grades 1, 2 and 3

General Comment:

Language in these texts is free of racial or class bias. All three books reflect racial diversity through their illustrations which include Anglo-Saxons and non-Anglo-Saxons. There is a balance of boys and girls engaged in similar activities. More illustrations of adult males than females appear in all three texts. Occupations for men are more obviously and variously drawn, but women are not confined to stereotypical pursuits.

SOCIAL STUDIES

The Social Studies curriculum at the primary level begins with exploration of the self, of others, and of the home, school, and immediate environment and leads to exploration of the wider community, the world, and its many peoples. The curriculum is designed to help children understand themselves, their place in the world, and the importance of others, and of human relationships and interdependence. As they learn about people and places, developing an understanding of human relations and social values and conditions, children should begin to be aware of, and perhaps to value, the way all people, men and women, have worked and lived in different places over time.

Some obstacles stand in the way of achieving this goal, however. The role of women, past and present, is often ignored or misrepresented in many of the materials to which students are exposed. Moreover, the contributions of labour, immigrants, and Native Indians to Canadian society are often minimized. Thus, too often, the rich cultural, ethnic, and racial diversities of society, as well as the contributions of members of various groups, receive too little emphasis.

Teachers should therefore be aware that biases like these are often written into Social Studies texts. They should be prepared to evaluate the accuracy and appropriateness of textual materials, both narrative and illustrative, and to make supplementary materials available when necessary.

The following analysis is based on the curriculum guidelines issued by Manitoba Education for 1982. Suggestions included here are to help Social Studies teachers foster a positive world view in the students, who should learn to recognize that it is possible for people, as equals, to pursue jobs according to skill and interest (without limitations being predetermined by race or sex) and to achieve success according to merit (without limitations being predetermined by economic status).

GRADE ONE AND GRADE TWO(Curriculum Guides--no approved materials)

Since there are no approved materials for grades one and two, the evaluation of texts begins at grade three. Teachers should be aware the grade one Social Studies curriculum is concerned with the home, the school, and the immediate environment, and with human relationships and human interdependence. The curriculum at the grade two level extends these areas to include the broad range of changes that occur in life: changes in individuals and in institutions such as the family, changes in people (in ways of life) and places (in cities, towns, and rural areas), and changes that take place over time (in the past and in the present technological society).

OCCUPATIONS

Sexual stereotyping should be avoided when occupations are discussed; pronouns assigning gender, such as "the doctor/he," or "the hairdresser/she," must be avoided if sterotypes are to be surmounted.

Encourage children to recognize jobs as being skill-related rather than gender-related. Displays of pictures which challenge sex-role stereotypes can help students toward this recognition. Men and women who pursue non-traditional careers--a male nurse or a female telephone repair person, for example--can be invited to speak to the class.

The annotated and thematic bibliographies included in this guide list children's books that support non-sexist thinking.

VOCABULARY DEVELOPMENT

When helping students to expand their vocabularies, teachers should use words that are free of gender stereotypes. Occupational labels, like those that follow, need not be gender specific: policeman can be replaced with police officer, mailman with letter carrier, stewardess with airflight attendant. Non-sexist language is further clarified in the sections on "Terminology" and "Occupations".

Reinforce the idea that men and women hold jobs on the basis of ability and competence, rather than on the basis of race, religion, or sex. Pictures of working people displayed in the classroom should include men and women. Speakers, representing a wide range of ethnic and racial groups, can visit the classroom.

FAMILY TYPES

A stated goal at this level is for students to learn to understand families and the responsibilities of their members. But responsibilities and routines vary according to whether one or both parents work and whether parents pursue self-employment or shift work. As the following facts show, all children do not live in nuclear families, and all mothers are not working in the home nor all fathers outside the home:

- Almost 50% of Manitoba women are employed.
- Almost 40% of married women in Canada are employed.
- Many Manitoba families are poor (estimates range up to 40%).
- Approximately 15% of Winnipeg children are raised by one parent, usually the mother.
- Almost 60% of these children live below the poverty line.
- Some farm families are poor, and women and men share the tasks in almost all farming operations.
- Many pre-school children are in day care centres.

Children should be encouraged to understand that families are varied and responsibilities are shared in many different ways. It is as unfair to assume that a father who cooks is a sissy, as that a mother who stays in the home is without outside interests. Further, it is unfair to assume that children receive less care in families in which both parents work than in those more traditional. And of course family situations can vary in other ways. Some families have just one parent, some are on social assistance, many have relatives or boarders living with them, many are poor, and a few are wealthy. Children should be encouraged to recognize and respect all these situations that currently typify family living.

To encourage discussion of family types, teachers might ask children to draw pictures of their family and share these with the others. The pressure children from one-parent families can feel to conform is often revealed when they draw two-parent families. If something like this happens, teachers may want to initiate a thorough discussion of family types by referring students to the following books:

The Double Mirror, Esther Sokolov Fine (extended families),
Families Grow in Different Ways, Barbara Parnish-Brown (adoption),
Strange Street, Ann Powell (varied family situation),
The Sandwich, Ian Wallace and Angela Wood (an Italian immigrant family),
Martin's Father, Margrit Eichler (one parent family--father),
Minoo's Family, C. Drawford and Sue Hofferman (two employed parents),
Na-Ni, Alexis Deveaux (a child on welfare).

PEOPLE WHO BUILD HOUSES

Housing types are many. A false assumption, applied to families who live in suburban areas and elsewhere, is that they live in single family detached homes. Students can live in rented accommodations, group homes, apartments, and duplexes. Many children do not have their own bedrooms but share sleeping quarters with one or more brothers and sisters.

Books which portray a variety of housing types include Apartment 3 (Keats) and Strange Street (Powell).

HOLIDAYS

Not all families celebrate the holidays listed in the curriculum guide, since Canada is made up of many cultural, religious and ethnic groups. In order to cross religious and cultural lines, children can be encouraged to celebrate occasions such as International Children's Day or International Women's Day in the classroom. Further, children celebrating holidays unique to their culture can be encouraged to share their traditions with the class.

Teachers should also remember that for children who live with a single parent, with a step-parent, or apart from their natural parents, the activity of making cards for occasions like Mother's and Father's Day can cause sadness and embarrassment. To answer this problem, teachers can read the children a book like Irene's Idea (Geoffrey); this particular book tells about how fatherless Irene deals with Father's Day card-making at school. Teachers can also expand activities, so that Mother's or Father's Day becomes Special Friend's Day for the purpose of card-making, enabling students to honour parents alongside of step-parents, relatives, neighbours, or older people living alone in the neighbourhood.

ENRICHMENT TOPICS

Rather than studying Indian families in the United States or families in Mexico, it is interesting for students to explore topics more closely related to the Canadian experience. If the topic of immigration is selected--immigration from other countries, from the North, or from the farm to the city--much of the content can come from the lives of students. Recent immigrant students can describe what life was like in their previous homes, and how they felt when they first arrived here. Students born in Canada can describe when and from where their ancestors came. This will help students to understand that all but native people have at sometime been immigrants from other countries. Books to support this topic include Rosa Too Little (Felt), The Sandwich (Wallace and Wood) and Stone Soup (Pasternak and Sutherfield).

GRADE THREE -- EVALUATION OF TEXTS

PUBLISHER: Ginn and Company
TITLE: Canadian Communities
ILLUSTRATIONS: 322
MALE: 92
FEMALE: 32
BOTH: 57
OTHER: 151
WHITE: 143
NON-WHITE: 34

General Comment:

Canadian Communities explores a wide variety of communities across Canada and displays the diversity of the country and its resources.

In a few write-ups and illustrations the contributions of women to Canadian society are fairly portrayed. Language is sexist at points throughout the text, however, and pictures of females are confined in the main to portraying either young girls or women with children. While only two illustrations show women in non-traditional roles, many illustrations depict men in active roles related to work, recreation, and history.

Supplementary materials showing the participation of women in community affairs and the participation of both men and women in non-traditional occupations should be introduced to increase student awareness.

p. 3 Problem: "The Eskimos made igloos where the snow was suitable."

Suggestion: Teachers might point out that the term "Eskimo" has been generally replaced by the term "Inuit," in keeping with the preference of many northern native people.

p. 8 Problem: The statement, "The girl is carding some wool," refers to an illustration of a woman carding wool.

Suggestion: Teachers can correct the inaccuracy here by substituting "young woman" or "woman" for "girl."

Comment: Accounts of female contributions to the community appear in the first and last "notices" on page 15, and while it is unfortunate that these appear in small print and are not more fully integrated with the text, special attention can nontheless be directed towards them.

p. 22, 26 Problem: "The firemen will not charge..."; "A postman delivers the mail."

Suggestion: Occupational terms ending in "man" or "men" should be replaced with terms that are not gender specific. In these cases, the terms "firefighter" and "letter carrier" should be substituted.

p. 30 Problem: The illustrations of community problems should be accompanied with clear analyses of their causes and conditions.

Suggestion: In relation to air pollution, discussion can focus on how companies are encouraged to be responsible for minimizing this condition, and on how infractions of anti-pollution rules and regulations are detrimental to community environments. In relation to the problem of garbage in the streets, discussion can centre on why strikes occur.

p. 34 Problem: A caption reads, "This pass is a help to old people in Calgary."

Suggestion: The term senior citizen can be introduced, along with an explanation of mandatory retirement. Grandparents can often be referred to as examples.

p. 48 Problem: The woman is identified inappropriately here: "But the farmer and his wife can live in the house..."

Suggestion: Better expressions can be substituted, such as "the farming couple" or "Mr. and Mrs._____, who farmed the land..."

p. 63 Comment: While Mr. Weiler is portrayed as an active participant in the community "...where Mr. Weiler attends the school board meetings and where he coaches the hockey team," Mrs. Weiler's activities are not mentioned.

Comment: Problems faced by many farming families today are not dealt with in this section. Supplementary material could introduce some of them, such as the costs involved in running farms and the yearly financial struggles that can lead to their loss.

p. 70-80 Problem: Illustrations in the section "Jobs in the forest industry" depict men working in the pulp and paper industry as well as in the harbour, suggesting unfairly that women do not participate in these industries.

Suggestion: The skills needed to work in these industries can be examined in order to determine the extent to which men and women are equally suited to these jobs.

p. 82-96 Problem: The term "fishermen" is used throughout.

Suggestion: Occupational terms ending with "man" or "men" can be replaced with terms that are not gender-specific; perhaps a term like "fishers" could be substituted here.

p. 93 Problem: A caption here refers to "wives" waiting for their "men" to come home from sea.

Suggestion: Teachers can correct this sexist reference by using parallel terms to refer to married couples: women and men, and wives and husbands.

p. 95 Problem: Of the competitions discussed here--dory racing, fish filleting, scallop shucking--only men are illustrated as participants.

Suggestion: Teachers can point out that women are involved in all kinds of competitive sports, and that the skills shown are not gender-specific.

p. 96 Problem: Throughout the folk song, "The Ballad of the Bluenose," the lyrics use the pronoun "she" to refer to the ship.

Suggestion: Teachers might point out that assigning a sex to an inanimate object is considered sexist nowadays. Things referred to by the feminine pronoun in the past, such as storms and hurricanes, should now be referred to by the neutral pronoun "it".

p. 98 Problem: Signs in the illustration of community buildings in Inuvik appear to be out-dated.

Suggestion: Manpower is now called The Canada Employment Centre, and Foreman's store and Eskimo Inn should be renamed Supervisor's store and Inuit Inn, respectively.

p. 99 Problem: The term "Eskimo" is used throughout the text.

Suggestion: The request of many northern native people that they be referred to by the term "Inuit" should be honoured.

p. 99 Problem: "Something that reminds visitors of the Eskimo people is the igloo church on the north side of MacKenzie Road."

Suggestion: Most tourists need no reminder that the Inuit people have inhabited the north for a very long time. A better focus for discussion can be provided by posing these questions: why did the Inuit people build this type of dwelling, and what type of building is more commonly used today?

p. 115-128 Comment: All of the visuals in the section, "St. John's, A Port Community," depict men at some type of work, and the terms "fishermen" and "businessmen" are never alternated with non-sexist terms like "fishers" and "business executives." Students should be encouraged to research the roles women play in this community, since this subject is distinctly overlooked.

p. 137 Comment: A positive role model is given.

p. 142 Problem: One caption reads "Waitress at the Montagnais Hotel: 'My husband makes good money driving a truck. Any my wages are good too.'" Another caption reads, "Wife of power shovel operator: 'This is a man's town. They enjoy the snowmobile and the Legion. I'm stuck at home with the kids. In winter it gets dark at 2:30. I get fed up sometimes.'" In the first caption, the statement implies that women's work is secondary to men's. In the second caption, the speaker is introduced in relation to her husband's occupation.

Suggestion: Teacher's might rephrase the first statement, so that students can hear it in a non-sexist form: "My husband and I make good wages. He drives a truck." In reference to the second caption, teachers might point out that the woman should have been identified by name or by her own occupation. These clarifications can lead to discussion of the second statement: why does the speaker feel she lives in "a man's town" and in what ways are her activities limited?

p. 142 Problem: "We get a lot of salesmen from the South."

Suggestion: Since occupational terms should not be sex specific, alternatives that can be substituted are sales representatives or salespeople.

p. 153 Problem: "The train brought immigrants."

Suggestion: Class discussion should include what this passage omits: the terrible conditions that immigrants suffered on these trains.

Problem: Illustrations in the section focused on "Florenceville where potatoe is king" depict women working in assembly-line types of work, and men using heavy machinery, farming, and welding.

Suggestion: Students can examine the jobs depicted in order to assess whether men and women are equally capable of performing them.

p. 180 Problem: "The idea of stampedes or rodeos got started by cowboys. These men decided they needed a change from the hard work on the ranch."

Suggestion: This statement can be viewed as sexist, inasmuch as it ignores the hard work done by women on ranches and their subsequent need for leisure activity. To balance the text, class discussion should be turned to the work women do on ranches, as well as to their ability to compete in rodeos.

p. 189 Comment: An illustration shows a woman working in the oil industry, providing a positive role model in this section which otherwise ignores women.

p. 210 Comment: In the statement, "Miss Howitt is a teacher at...,"the women is identified by her marital status instead of by her full name; in this situation, a first name could easily have been given.

p. 219 Comment: The illustration of the female biologist, with a male overlooking her progress, is unfortunate since the text on the previous page gave a good description of "Andrew's mother as biologist." The stance of the two creates the stereotyped image of male authority.

p. 224 Problem: "Skating on the Rideau Canal. Do you think the people from the Mexican Embassy would be good skaters?"

Suggestion: Since this passage tends to reduce the role of the Mexican Embassy staff, asking only that students assess their ability to skate, teachers might pose broader questions about embassy work.

PUBLISHER: McGraw-Hill Ryerson
TITLE: Coast to Coast
ILLUSTRATIONS: 69
MALE: 7
FEMALE:
BOTH: 14
OTHER: 51
WHITE: 21
NON-WHITE: 2

General Comment:

Coast to Coast gives students a good introduction to the development of a community: its beginnings and subsequent expansion. It also takes into account a community's industry and output. It encourages students to inquire into the services available in their own communities.

p. 6 Comment: The question, "How many people can you find in this picture?", refers to an illustration with six people hidden in it, five males and one female. This illustration is sexist in nature, since the artist could easily have included more females so that males would not appear dominant. Throughout the text, in fact, males are depicted as soldiers, miners, and pioneers, while women are depicted in minimal roles.

p. 14 Problem: This statement suggests that there were no people in Halifax prior to the arrival of white settlers. "Halifax is one of the oldest cities in Canada. People began living there more than 225 years ago."

Suggestion: Teachers can point out that the Micmac Indians inhabited the area prior to and during the development of the community now called Halifax. Students should refer to this reference source: The Micmac: How Their Ancestors Lived Five Hundred Years Ago, by Ruth Homes Whitehead and Harold McGee.

p. 18 Problem: The comment, "Pretend you are a television newsman," suggests that all newcasters are male.

Suggestion: Teachers should point out that many journalists are women and use the terms "news reporter" and "news person."

p. 24 Problem: The questions and assignments on this page are directed toward urban schools, a bias illustrated in a sentence like this: "Show all the streets inside the school boundaries."

Suggestion: This section can be adjusted to incorporate rural schools which often encompass a wide area and many small communities; area maps can help to demonstrate this.

p. 36 Problem: Bias emerges from this sentence: "When Mrs. Brass wants to shop for clothes, she drives to a large plaza near the community where Mr. Brass works." Mrs. Brass' task is shown in relation to Mr. Brass' work area, not independently. Students are further instructed to match this statement with a picture. The picture shows Mrs. Brass grocery shopping. (The other statements and pictures to be matched by students are accurate, but this is not.)

Suggestion: Mrs. Brass' activities for the day could be outlined more fully to include her shopping at different locations. A picture of the many stores and services a plaza holds would portray her shopping environment more accurately.

p. 50 Problem: When the text explains the significance of a totem pole, it speaks of Indian people in the past tense: "The Indians who lived north and west of Vancouver told many stories about their past."

Suggestion: Teachers should point out that Indian people (Haida, Nootka, Kwakiutl) continue to live in and around Vancouver, and still carve poles and tell stories of their past.

PUBLISHER: McGraw-Hill Ryerson
TITLE: *Je Suis Canadien*
ILLUSTRATIONS: 67
MALE: 14
FEMALE: 5
BOTH: 16
OTHER: 31
WHITE: 23
NON-WHITE: 3

General Comment:

Je Suis Canadien gives students a good introduction to trade as it occurs between and within countries. It portrays countries involved in world trade as interdependent, since each needs to import different commodities It explains that Canadians must use and protect their natural resources carefully.

p. 6 Comment: The majority of animations in the text are assigned male sex; in the first section all of the characters are male.

Comment: Where food comes from is clearly explained, but no mention is made of the labourers who produce it. Students should be made aware of the ways in which these people can be exploited; teachers might point out, for example, that in places like Ghana, Brazil, and Cuba, labourers work hard for very little pay.

p. 23 Problem: An illustration showing women lined up in a candy store conveys the suggestion that the consumers of chocolate are always female.

Suggestion: Students are aware that everyone enjoys and buys chocolates, and they might be encouraged to supplement the information in the illustration with this fact.

p. 24-25 Problem: The products that factories make are the focus 25 here, to the exclusion of the workers themselves.

Suggestion: Students can be assigned a research project which requires them to determine what materials are used to make a given product. They might also be asked to find out how many different jobs production involves and what these jobs demand.

p. 28 Comment: There is a good illustration of two artists at work, a male and female, as well as a good introduction to communication between language groups.

p. 31 Problem: A young girl says, "I always ask too many questions."

Suggestion: Teachers should point out that "too many questions" can never be asked, and that questions are essential to a learning environment.

p. 37 Problem: Illustrations show men involved in a strenuous canoe race and women (referred to as "pretty ladies" in the text) waving from a stationary position. The women are competing for the crown of La Reine du Carnaval (the Queen of the Carnival).

Suggestion: Teachers might take advantage of these sexist illustrations to have students discuss the ways in which this competition for "queen" is degrading: women are not involved in active competition (racing canoes), but are being judged nonetheless.

p. 54 Comment: The animations in this section, the first to include females, are restricted in that they portray only these characters as female: Henrietta Hare, Wendy Weasel, and, more positively, the wise old owl, Dr. Wyn Wise. Throughout this section, men are shown working in different areas of the logging industry.

Suggestion: Pictures of women in non-stereotyped occupations can be used to point out that jobs need not be considered sex-specific. Students might be encouraged to recognize stereotypes as having arisen from unequal opportunity rather than unequal ability.

Sexist terminology should be avoided unless reference is being made to a specific individual. While the text uses the term "woodsman" generically, "logger" or "wood cutter" are be better alternatives.

PUBLISHER: McGraw-Hill Ryerson
TITLE: People of the Plains
ILLUSTRATIONS: 65
MALE: 17
FEMALE: 3
BOTH: 19
OTHER: 26
WHITE: 22
NON-WHITE: 17

General Comments:

People of the Plains gives students a good introduction to the differences in Canadian regions, and encourages comparative analysis. The text also develops the concept of how change in communities affects a city's growth and its people. The material also gives students an opportunity to look at another culture, and to understand that the basic needs of all people are met by different cultural settings. Women's roles beyond mother and aunt, however, are not discussed. Men are portrayed as founders of communities, farmers, and ranchers.

p. 10 Problem: The illustration stereotypes the thinking of children in relation to baking bread: the female child thinks of baking it, the male of the finished product.

Suggestion: All students can be asked if they have ever helped bake bread and if they can remember what has to be done. They should be encouraged to see that it is not a female-oriented task.

p. 15 Comment: The question, "What chores do you do at home?", leaves students to respond on their own. Teachers might take this opportunity to discuss with them different chores that have to be done and whether they are sex-typed.

p. 16 Comment: The farmer's concern with saving the crop, selling the crop, and keeping the farm are well portrayed.

p. 17 Problem: While "Aunt Paula with her business" provides a positive role model, her business is never discussed, whereas Jake's business is discussed at length.

Suggestion: Teachers might make reference to women who are successful business executives or run a business.

p. 20 Problem: "...and no mailmen."

Suggestion: A term like "mail carrier," incorporating both sexes, can be used.

p. 25 Problem: "The man who runs the trading post."

Suggestion: Since the text does not mean to imply that women do not run trading posts, a word like "person" should be used.

p. 28 Problem: Segregation by sex sounds absolute in a line like this: "The men sit together. The women and children sit on the other side of the church."

Suggestion: Teachers can point out that segregation according to sex is not practiced as extensively as it used to be in formal settings like church.

Problem: The role of women in the community--who, we are told, sew mocassins and mitts--is not covered as extensively as the role of men--whose fishing and trapping is explained.

Suggestion: Textual material can be supplemented with an explanation of the sewing skills these women have developed.

p. 35 Comment: The statement, "The men depend on huskies..., "should be qualified, since snowmobiles are becoming more popular.

p. 42 Comment: The sentence, "The children imitate their parents," implies unfairly that this is a culturally isolated phenomenon. Children at certain stages of development, in any culture, imitate their parents as part of a learning process.

p. 43 Problem: The following statement gives the impression that parents are uncaring in this community: "The children play roughly and are not easily hurt. They are taught to be brave about pain. Even if they are badly hurt, no one will help them until they stop crying."

Suggestion: This passage represents an over-generalization. While it is true that most Indian children are encouraged to hold their emotions in check, their injuries are dealt with as they would be in any other culture.

p. 44 Problem: The following passage seems to suggest that living in "town" is desirable for the Hare Indian people and that they may have failed in their goal of being assimilated into mainstream Canadian society: "Some of the Indians tried living in a town, but soon they became unhappy. They didn't have enough money to buy good food. They felt useless and bored. There was no work for them because hunting, trapping, and fishing close to the town was poor."

Suggestion: Students should be informed that some Indian people view assimilation as an undesirable end, and that they prefer instead to maintain their cultural values and lifestyles.

p. 44 Problem: The use of the word "complain" in this sentence is inappropriate: "The Indians of Colville Lake often complain that life is difficult."

Suggestion: Teachers should stress that since the Hare Indians want to continue to hunt, trap, and fish, they accept that certain hardships in their lifestyle have to be contended with in order to maintain their independence.

p. 46 Problem: While the chapter, "Calgary City on the Grow," gives students a good look at a city's changes and why they occur, on the whole it fails to discuss independent or solitary occupations or people. There are illustrations of the different types of work people had to do, but these do not illustrate women playing a major role in pioneering or in the city's development.

Suggestion: The "early years" Calgary material can be supplemented with information about the roles women played in the ranching, farming, and oil industries. The collages of people working in different industries on pages 57 and 61 can be used in discussion of the different occupations men and women now hold.

GRADE FOUR--EVALUATION OF TEXTS

PUBLISHER: Ginn and Company
TITLE: World Communities
ILLUSTRATIONS: 351
MALE: 109
FEMALE: 38
BOTH: 70
OTHER: 136
WHITE: 107
NON-WHITE: 97

General Comment:

The text covers a wide variety of changing lifestyles and social considerations relevant to most of the countries discussed. It is written in a manner that is generally non-sexist. The illustrations, however, portray men as the active participant in all kinds of work and sport. There are only a few role models of women in non-traditional occupations, since women are generally portrayed in traditional activities.

The text includes a good collection of graphs, maps, and charts for clarification and extension of written material.

p. 18 Problem: "Canada Manpower" is now outdated as a federal department name.

Suggestion: Students should be advised of the current heading: Canada Employment Centre.

p. 22 Problem: The following statement is abusive: "...he made a face. 'This is not at all like Mother's pasta. It's a soggy mess.'"

Suggestion: It can be pointed out that the context of this comparison is unfair, since the woman was obviously well intentioned.

p. 23 Problem: "Since those days Susan has learned a great deal...She has learned to speak a little Italian. She has learned to enjoy Italian food."

Suggestion: Teachers might point out that since this woman, Susan, also holds a job (not identified in the text), she has obviously exerted considerable effort in learning to speak a new language and to prepare pasta dishes. Here, marital roles might be more generally discussed and students might be asked to consider probable ways in which the husband had to adjust to the wife's needs and to the new community itself.

p. 46 Problem: "When people get together they can make change happen."

Suggestion: This statement is fine in reference to free countries, but should be supplemented with research and discussion on how the process of change can be slow or even frustrated in countries like Chile (military junta) or the U.S.S.R. (communist).

p. 48 Comment: Fuller discussion can be given to factory working conditions which affected children as well as adults.

p. 49 Problem: "Almost half the adults could vote. (But only the male half.)"

Suggestion: Students can be encouraged to research the efforts and achievements women in history have made in their attempts to gain the right to vote.

Problem: "Another French scientist soaks an old pair of boots with latex: the world's first pair of rubber boots."

Suggestion: Since Indians of Central and South America also used latex to water-proof clothing, teachers might ask students to look for research revealing that these poeple made the first rubber boots.

p. 106 Problem: "The caste system still exists. But nowadays it is illegal to discriminate on the basis of caste in hiring, in education, and in housing."

Suggestion: Teachers should point out that legislating against discrimination does not mean the activity stops. Students should discuss the actions a person can take if he or she is refused work on the basis of race, religion, or sex.

p. 112 Problem: The text reads fairly positively: "People come here because they want jobs. You saw all those factories..." the illustration of the worker in the cotton factory, however, shows an individual who appears to be starving (p.113).

Suggestion: Students might be asked to research the widespread poverty in Calcutta, as well as the low wages workers earn.

p. 115 Comment: To Western observers, the Hindu practice of not eating beef may seem senseless, in view of the many people on the border of starvation. However, studies of energy costs and energy yields show that India makes more efficient use of its cattle than the United States does. It is used in every way imaginable, and nothing goes to waste.

p. 135 Problem: In these sentences, the term "girls" is used to describe women: "The girls hear a familiar voice," and "He is very happy to have met the girls."

Suggestion: Teachers might point out that "women" should be used instead of "girls."

p. 168-169 Problem: "Evonne Goolagong" is a misspelling.

Suggestion: "Yvonne Goolagong," the proper form, should be given the students.

p. 170 Problem: Shearing sheep is described in this way: "When a shearer has finished a sheep, he pushes it...."

Suggestion: The assumption here is that shearers are men, and that girls watch. Students might be asked to consider what a shearer does and whether men and women are equally capable of doing this job.

p. 177 Problem: "Sometimes Betty's mother gets fed up with the hard work on the property."

Suggestion: Point out that since hard work is tiring for all involved, the rest of the workers in the family must "get fed up" at one time or another, not only Betty's mother.

Comment: Since the work women do on sheep farms in Australia is not mentioned, students might research this topic.

p. 183 Problem: Since the illustration depicts young women, the use of the word "girls" is inappropriate in this statement: "More and more girls are going to University in Kuwait."

Suggestion: Teachers, making deliberate reference to the "young women" the illustration depicts, might ask students to find answers to questions like these: at one time were males only sent to University?; is there a connection between the expansion of female education and the country's oil wealth?

Comment: The ongoing custom of female domesticity is reflected in these lines: "When the men get back to the house, the feast is ready.... The men eat first. After they have finished, the women and children sit down to their meal." Referring to both Kuwait and Canada, students might discuss the traditional female role in relation to female education and career-planning.

p. 260 Comment: A good portrayal of a female student interested in Physics and Chemistry, and pursuing a related career, is given here.

PUBLISHER: McGraw-Hill Ryerson
TITLE: The World of People: The Global Village
ILLUSTRATIONS: 207
MALE: 26
FEMALE: 8
BOTH: 40
OTHER: 142
WHITE: 30
NON-WHITE: 37

General Comment:

This text develops the concepts of interdependence, change, and migration in an interesting and active way. It outlines many useful classroom activities that encourage individual and group research.

The text does a good job of describing the diversity between communities and cultures, but it fails to acknowledge the social concerns within these communities. Involvement in suggested activities may lead students to discover what these concerns are, but no activities make such discovery their focus. A related problem is the text's failure to deal with examples of frustrated social change; an example should be cited like Santiago, Chile, where a military junta can hold power for years despite demonstrations and riots.

Language in this text is non-sexist. Illustrations are biased, however, in depicting all students as white, with the exception of one black girl on page 58.

ENGLISH/LANGUAGE ARTS: ANALYSIS OF BASAL READERS

As students pass through K-12 in English/Language Arts, they are exposed to a plethora of print and visual material--fiction and non-fiction, realism and fantasy. Since situations and role models from books can make indelible impressions on young readers, teachers should try to present only those materials that treat both sexes and all races equitably. Teachers should be particularly alert to the negative influence that fictional stereotypes of women can have on the real lives of girls and women. To help correct this influence, teachers can offer students additional material that reflects female reality more adequately. This corrective process should be undertaken, however, whenever negative images occur, be they related to sex, race or ethnicity, or class.

But still another problem, this one language specific, bears on the way in which English/Language Arts students learn to perceive women. Sexist language, which tends to exclude women or to stereotype them into particular roles, is still apparent in some texts. The Canadian Advisory Council on the Status of Women has pointed out the harmful effects of sexist language: "Research shows that when the word man is used rather than human being, listeners or readers visualize men much more often than they do women."[7] Of course, people in general are not all of the male gender, and the generic usage of "man" and the vocabulary emanating from it should be avoided in order not to perpetuate "the invisibility of women."[8] Further, since the proper use of language is basic to Language Arts study, the appearance of sexist language in materials related to this discipline is particularly objectionable.

An analysis of the areas of bias that appear in many of the basal readers currently used in Manitoba's elementary schools is provided on the following pages. It is hoped that teachers will use this analytical section in conjunction with their teachers' editions of the basal readers. Books are arranged in alphabetical order by publisher and according to grade level within each series.

The following outline indicates the questions used to evaluate each text and the rationale upon which analysis was based:

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[7] Quoted from the Language Arts Newsletter, March, 1984.

[8] Sah Manju and Catherine Rancy, Guidelines for Non-Sexist Writing, Canadian Advisory Council on the Status of Women, March 1984.

1. What percentage of major characters are male and female?

   An equal distribution of male and female characters ought to exist in educational materials. The argument that boy-oriented material is necessary to counter the feminine atmosphere of our elementary schools and to help boys who have more reading difficulties than girls disregards the growth of female students. To provide a parade of negative and inadequate female characters in order somehow to benefit the male pupils is a practice that cannot be supported by teachers working to provide equal educational opportunities for all students.[9] All students can enjoy reading about active, adventurous characters of both sexes.

2. What percentage of the illustrations contain males, females, both sexes or neither sex?

   Children in primary grades pay a great deal of attention to pictures in their books. If one sex is included in illustrations more often, students may mistakenly believe that one sex is more important, more interesting, and more valued than the other.

3. What adult role models are presented to boys and girls?

   Boys and girls should be presented with a wide range of career options. The options presented in classroom materials should not be limited and defined by the sex of the characters, but should reflect the multitude of role models that exist in the community. Role models in readers are so important that they are listed in summary form later in this section, following the review of individual basal readers. The role model summary indicates the number and range of occupations in which males and females are portrayed in written and picture form.

4. What range of minority cultures and economic levels are represented?

   Canada is made up of many people representing a diversity of ethnic, racial, religious and economic groups. Children in our schools come from both poor and wealthy families. Materials should reflect this diversity.

5. What specific examples of sexual stereotyping or negative images exist?

   Examples of biased statements and stereotyping are identified, followed by suggestions for their correction. Positive image books which could be read to the class or by individual students to provide new outlooks and offer alternatives to stereotypes are listed. If, for example, the girls in a reading selection are extremely passive or fearful, a book which contains strong and active girls could follow as an alternative.

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[9] Farquhar-Dunn and Burr, Sex Stereotypes in Elementary and Secondary Education, (Los Angeles, California: Westside Women's Committee, n.d.) p. 8.

PUBLISHER: Gage Publishing
TITLE: Expressways
ILLUSTRATIONS: 373
MALE: 66
FEMALE: 61
BOTH: 47
NEITHER: 97

Race and Class:

Urban settings are grossly neglected as the series focuses primarily on the countryside and nature. Core area children may find little with which to identify. Another weakness in the series is the emphasis on a middle-class perspective and a conspicuous neglect of the low-income and working classes. Illustrations of the traditional two-parent family unit are dominant. Few examples of other family units such as the single-parent family are given.

Except for native Indians, ethnic groups are under-represented, both in illustrations and selections, as main characters. Illustrations tend to depict non-whites, as part of a group, with blurred and indistinct features. This blurring prevents young readers not only from recognizing the distinctive features and physical appearances that identify particular races, but also from seeing these individuals in anything but secondary roles.

General Comment:

Authors of this series have made obvious efforts to avoid sexist language, biases, and negatives images; they have chosen an equal number of boys and girls to serve as main characters. But there is an imbalance in adult female and male characterizations, with adult females being under-represented throughout the series.

The majority of female roles are traditional, representing women in domestic situations. Young girls and women are most often depicted as the less active, less decisive and more dependent sex, while males on the whole are portrayed as more active participants. Single women are completely ignored in the texts as most females are referred to as "Mrs. ____." There are, however, several positive portraits of women in non-traditional roles.

Selections dealing with the elderly are few and, while positive interaction between the young and the old is shown in several places, the elderly are usually stereotyped as frail and helpless. Generally, little positive interaction is depicted between children and adults. In many instances, adults (often women) are shown scolding children, and too few scenes of affection are given to balance the picture.

The series as a whole needs to be supplemented by additional materials. Women need to be shown in more varied and positive roles, and supplementary materials might enrich the profile of women both in traditional occupations inside the home and in less traditional occupations outside the home. Extra materials should also be introduced to help students understand the ethnic, racial, social, and economic diversity of Canadian society.

PUBLISHER: Gage Publishing
TEXT: Expressways: Cartwheels
SELECTIONS: 31
MALE: 5
FEMALE: 8
BOTH: 5
NEITHER: 10

Adult Role Models:

Male: father, tree-cutter, king, farmer, bear trainer, wise old man, canoe maker.

Female: mother, grandmother, farmer, pilot, kite store manager.

Race and Class:

Although non-white children are in several of the illustrations, cultural diversity is not adequately dealt with in the selections. The story of the black girl takes place in a traditional African setting and offers little information about her culture. Neither is there a balance between rural and urban settings, or between various social structures.

General Comment:

Although an attempt has been made to portray women in non-traditional roles (such as pilot and kite store manager), for the most part adult role models are few and not clearly defined. Further, since adults are often seen scolding children or punishing them, additional materials depicting positive interaction would help present a more balanced perspective.

- "Bonnie Smithers, You're Driving me Dithers"

p. 7 **Problem:** The mother, repeatedly shown in the narrative and illustrations as a scolding adult, gives another harried order: "Now throw away that banana peel and behave yourself." Throughout, the mother must repeatedly scold the child, before the child obeys. One wonders if a father would be similarly portrayed as ineffectual. The child is also portrayed in a negative way, in being shown as bothersome, badly behaved, and unable to entertain herself quietly.

Suggestion: Students can discuss the importance of paying attention to both parents and of being responsible sometimes for their own activities.

- "Finders Keepers"

pp. 19-20 **Problem:** Although both adults scold the child in the following excerpts, the female reacts childishly while the male responds more calmly and rationally: Mrs. Slade: "Any my two cakes." (Shakes finger at him and goes out.); Mr. Mevic: "I'm surprised at you, Marco Mevic. You let all your friends think you had lost a quarter."

Suggestion: The class can discuss whether the portrayal of Mrs. Slade is realistic at the end, and whether it is likely that she would have taken back the cupcakes.

- "What Do You Do With a Rope?"

pp. 21-31 Comment: In dealing with a relationship between grandparent and child, the story presents a rarely depicted theme, but whether they live together by themselves is not clear.

p. 28 Problem: "A little girl?" he said, "My goodness."

Suggestion: Students can discuss why the boy would make such as statement.

- "Who's Little Wych"
  "Little Wych to the Rescue"

pp. 33-41 Comment: The intelligence of naming fragile looking little blonde girls "Wych" is questionable, no matter how "nice" or "helpful" they are.

- "Fingers Before Forks"

pp. 45-48 Comment: The artist could have used this opportunity to depict the variety of people populating the earth since early times, but illustrations do not feature any non-whites.

The final illustration, portraying the traditional two-parent family, would have been an excellent opportunity to depict other forms of family units.

- "Horses Before Tractors"

p. 56 Comment: This is a good photograph illustrating that both male and female can be involved in similar physical activities. Teachers may want to supplement this with wall posters showing women in other strenuous farm activities.

- "Zama's Talking Bird"

pp. 62-70 Problem: In this, the single selection with a black as the main character, the setting is traditional and the illustrations are sterotyped.

Suggestion: Teachers may want to introduce materials which present a broader perspective on Africa, or a more contemporary image of black people. More to the point, materials dealing with blacks in Canada might be introduced.

- "Making Bread"

pp. 81-89 Problem: The boy and girl in the photographs are non-white and obviously from a non Anglo-Saxon culture, yet are depicted in twenty-two photographs as baking bread that can be found in any home in Canada.

Suggestion: Since the different types of bread reflect an aspect of Canadian cultural diversity, teachers might arrange for students to visit various bakeries to taste and enjoy the different types.

- "There's O'Flaherty"
  "The Kite Store"

pp. 90-93 Comment: These stories and illustrations provide the most positive and useful female role models in the book. Discussion at this point of the many occupations available to women would help to offer a balanced and positive image of women.

- "Paper Route"

pp. 139-147 Problem: Children do negative things in this story, as they do in so many stories in this series; adults relentlessly scold children another feature common in this series.

Suggestion: Teachers mights pose questions like these: do any of the students manage a paper route successfully?; do they know any young person who has a paper route?; does the story offer a realistic view of how adults would solve the problem?

PUBLISHER:	Gage Publishing
TEXT:	Expressways: Chinook
SELECTIONS:	83
MALE:	13
FEMALE:	11
BOTH:	6
NEITHER:	22

Adult Role Models:

Male: road worker, father, old hermit, zoo-keeper, pilot, lumber yard worker, astronomer, rodeo clown, cowboy, grandfather, house builder, camp director, worm picker.

Female: milkwoman, mother, zoo-keeper, ballet teacher, taxidermist, grandmother, teacher, pastryshop owner.

Race and Class:

This book presents a middle-class approach to lifestyle. Most families represent the traditional two-parent structure. When families other than the two-parent unit are mentioned, it is not clear whether they are single-parent families in any but two of the eighty-three selections. Thus the young reader does not gain a balanced perspective of the various family units in society today. In both illustrations and stories, the ethnic, cultural and racial diversity in Canada is under-represented. Since there is a further bias towards stories set in the countryside, core area children, as well as children who are not particularly well-off, may find it difficult to identify with the selections in this book.

General Comment:

Although the portraits of male and female protagonists are roughly equal in number, the males are more often shown to be involved in strenuous physical activities, often outdoors. And adult male activities are described in more detail. Even when females are depicted in physical activities or in activities outside the home, their work is seldom described. The authors have missed many opportunities to offer young readers a realistic picture of the importance of women in the workplace and the home.

. "Raui, Queen of the Jungle"

pp. 13-19 Problem: This is the only story in the book about East Indians, and it has a fantasy and traditional setting.

Suggestion: Discussions and additional material can be used to expose young readers to a more contemporary view of the East Indian culture and the way East Indians have integrated into Canadian society.

- "Josh's Secret"

p. 44 Problem: This story may create the impression that ballet is primarily an activity reserved for females which, by and for itself, is not good enough for males: "Then he thought again. Pratice! His ballet pratice! All those exercises! That's what had given him speed, strength, agility! If he was to help beat the Spruce Street Team on Saturday, he'd better keep in shape."

Suggestion: Materials, particularly visuals, can be used in discussing well-known male ballet dancers, and the ways in which ballet is incorporated in many modern dance routines, such as those students see on television.

- "My Uncle is a Rodeo Clown"

pp. 56-59 Problem: The story presents the world of the rodeo as primarily a male one. This would have been a good opportunity to include a female character working in a career that is often perceived as male-oriented.

Suggestion: Discussion could focus on the different rodeo events and activities in which women participate; there are, for example, female clowns and bronco busters. Stories about women ranchers working with their livestock or showing their teams at country fairs may be read or written as supplementary activities.

- "A Good Place to Be"

pp. 60-62 Comment: This is an excellent story about a child's sharing her innermost thoughts with other children who appreciate and accept this sharing. It is also a refreshing portrayal of a native child sharing her closeness to nature with other non-native children.

- "The Sidewalk Racer on the Skateboard"

p. 63 Problem: The poem is neutral, yet the illustration shows a male. This exemplifies the tendency, perhaps unconscious, to portray males instead of females.

Suggestion: Teachers can ask their class if they all like to skate, and if they know older boys and girls who like to skate and are good on skateboards.

- "The Tree House that was Different"

pp. 68-74 Problem: This is a typical "male" story, portraying men in the wild outdoors.

Suggestion: The class might discuss whether girls could have helped the grandfather just as much.

- "First Snow"

p. 75 Comment: Since the text of the poem is equally applicable to boys and girls, students might discuss the extent to which they all enjoy playing in the snow with sleighs.

- "Cheering Warmth"

p. 78 Problem: This is one of the few family portraits that clearly depicts a single parent; here, mother and child live with a grandparent. Unfortunately, the working mother is portrayed as unhappy, overworked, tired, and unable to care properly for the child: "At night, Mom was so tired and unhappy she didn't feel like talking or even listening. So Maria couldn't tell her how lonely she felt...how she missed Mom and daddy..."

Suggestion: This important topic can best be discussed with supplementary materials selected to balance the image of motherly neglect and inability to cope. Students can be asked to respond to questions like these: are children in families where both parents work neglected by their parents?; is it work that makes the mother unhappy?; is this a realistic portrayal of a working single parent?; why should the child miss her mother when she still lives with her mother?

Perhaps the story "Live Bait" could be used in conjunction with this story (pp. 144-150).

- "Seasons in the Maritimes"

pp. 86-91 Problem: These photographs, while they portray the Maritimes in all its seasons, portray Maritime society as all-white.

Suggestion: Additional materials, preferably visual, can be used to present a more balanced view of the cultures and peoples in the Maritimes.

- "The Misunderstanding"

pp. 120-124 Problem: The story is more about misunderstanding between young people than about the French culture itself.

Suggestion: If the class wishes to discuss aspects of the French culture, then additional materials will be necessary.

- "Live Bait"

pp. 144-150 Comment: This is a positive story about what appears to be a well-adjusted single-parent family, where the mother copes quite well with work and family.

- "The Cow in the Kitchen"

pp. 218-223 Problem: Even when girls are placed in the outdoors, they are more domesticated and less physical in their activities than boys.

Suggestion: Students can be asked to consider whether they would want to bake pies on a camping trip.

PUBLISHER: Gage Publishing
TEXT: Expressways: Handstands
SELECTIONS: 34
MALE: 4
FEMALE: 8
BOTH: 2
NEITHER: 20

Adult Role Models:

Male: mayor, letter carrier, father, teacher, uncle, baron, farmer, engineer, ship's captain, television ad person, grandfather, building superintendent.

Female: working mother, stay-at-home mother, bread baker, pioneer, housekeeper.

Race and Class:

Most selections in this book present a mythical and imaginary animal world. A limited number portray people as main characters. The authors have attempted to present a mixture of family structures and social classes; however, the traditional two-parent family dominates and poor and urban lifestyles are under-represented.

A single selection presents blacks in an African setting; there is a stereotyped image of a wise old black African who does nothing in the story but impart knowledge. A story about blacks in Canada would have been more appropriate. Selections about native Indians say little about the people and their culture.

General Comment:

Adult female characters are minimally developed. At least twelve male roles are mentioned to only five for females. This presents a dismal and unrealistic image of women in Canadian society, failing to indicate either the extent or proportion of their career involvement. Additional materials depicting women as active participants in society should be used, perhaps in conjunction with the most positive selection, "Rescue at Apt. 317."

- "Peter's Holiday"

pp. 55-62 **Problem:** Since the train engineer, the ship's captain and the pilot are all males, students may misunderstand and think these occupations are the domain of males.

Suggestion: The class might consider whether they have seen female bus drivers and the teacher might show them pictures of women as pilots or engineers.

- "Pioneer Village"

pp. 101-106 Problem: This selection does not encourage students to realize that women contributed much more than bread baking or spinning to pioneer society; it fails to make clear that women often worked as hard as men in the outside elements.

Suggestion: A film on women in Western Canada's prairie could provide students with excellent additional exposure to pioneer life in Canada.

- "The Reed Whistle"

pp. 107-112 Comment: This story, the only one in the book concerning a visible minority (black), is a good one about the relationship between a young boy and his grandfather. But since its setting is traditional, depicting a young African native responding to nature, an additional selection which takes a more contemporary approach to life in Africa should be used.

- "A Saturday Spin"

pp. 122-129 Problem: Females tend to be portrayed as unkind or unfriendly to children: "'You have to put a quarter in,' said the woman in an unfriendly voice."

Suggestion: Students can discuss whether adults, male or female, would act in this way, or whether they would more likely offer help.

- "Rescue at Apt. 317"

pp. 144-159 Comment: This is a refreshing story which shows a young girl helping an elderly person. It demonstrates that girls can be independent, problem solving and decisive.

Problem: The image of the fragile and helpless elderly person is sterotypical, and needs to be balanced by a more positive image.

Suggestion: Students can discuss the daily lives and activities of senior citizens they know. The class can even visit senior citizens' homes or clubs to observe the activities pursued by residents or members.

PUBLISHER: Gage Publishing
TEXT: Expressways: Hide and Seek
SELECTIONS: 13
MALE: 3
FEMALE: 3
BOTH: 4
NEITHER: 4

Adult Role Models:

Male: father, grandfather, window-cleaner, engineer, car mechanic, baker, factory worker.

Female: mother, bus driver, cashier, factory worker, candy-maker.

Race and Class:

The text attempts to present a diversity of races, but illustrations of whites are disproportionately dominant. There are forty illustrations of whites, fourteen of non-whites, and twenty that include both whites and non-whites. The four illustrations of parents and children offer several family structures--traditional two-parent; mother and son; mother, daughter, and grandfather; and father and children.

General Comment:

Adult roles are few, but women are shown in more traditional and less challenging roles than men. The text does not offer a diversity of experiences that would allow children to appreciate the cultural mosaic that Canada represents.

Additional materials depicting women in a wide variety of occupations and portraying the diverse races, colors, classes, and cultures in Canada should be used to supplement this text.

PUBLISHER: Gage Publishing
TEXT: Expressways: Hopscotch
SELECTIONS: 11
MALE: 4
FEMALE: 1

Race and Class:

This is one of the better texts in the series. Obvious effort has been made to prevent the appearance of race or gender biases or stereotypes, and as a result the selections present a fairly well-balanced image of a racially diverse society. But the activities shown are still middle-class in orientation, and illustrations of non-whites by themselves are rare.

General Comment:

Adult roles, limited though they are, present males and females equally and positively. The avoidance of sex stereotyping is evident in the roles given to male and female (father putting child to bed, father preparing dinner for child, mother gardening with son, mother and father saying "no" to a child). These characterizations can help students to grasp the roles both sexes play in contemporary society. Also good are the several illustrations showing children in active play with adults.

If there is class bias, and none is obvious, then it is towards a middle-class perspective.

PUBLISHER: Gage Publishing
TEXT: Expressways: Leapfrog
SELECTIONS: 34
MALE: 11
FEMALE: 9
BOTH: 8
NEITHER: 5
GRADE: 1, Level 3

Adult Role Models:

Male: police officer, firefighter, father, factory worker, letter carrier, bus driver, hunter, barber.

Female: mother, police officer, store keeper, factory worker, teacher.

Race and Class:

This book is generally good as a primary text, but teachers will need to note subtly biased images in the stories and illustrations. For example, the stories have a middle-class bias, and homes are illustrated as neat single-family dwellings on neat streets. Another illustration depicts a workplace stereotype, showing non-white women in a garment factory setting.

But on the positive side is a story about a native Canadian boy, set in realistic surroundings, which helps to represent the multicultural-multiethnic nature of Canada. And in illustrations, non-whites are represented in a relatively fair proportion, although their physical appearances are often too indistinct to indicate particular races.

General Comment:

There is a good balance of stories about boys and girls engaged in relevant and positive activities. However, adult role models are limited and not clearly outlined. Where they do appear, women are the persons at home, leading students to see them primarily as mothers or homemakers. Men, though shown primarily as fathers, appear to be connected more with the outside world.

- "When Danny Went to the Zoo"

pp. 5-8 Comment: The illustrations of the boy make it difficult to determine whether he is East Indian, native Indian, or black.

pp. 38-39 Problem: It is difficult to identify how many of these children are black, Chinese, or white.

Suggestion: Children should be encouraged to appreciate the differences among races, and to recognize that people, no matter what their racial features, are individual human being like themselves.

pp. 18
76-77
78-79
180

Problem: Some illustrations blur the difference between the sexes.

Suggestion: Students can draw their own illustrations of boys and girls engaged in different activities.

. "Johnny and Tuya"
"Normie's Goose Hunt"

pp. 116-118
166-173

Problem: Stories about outdoor physical involvement tend more often to be about boys and fathers, needlessly ignoring girls and mothers. In the Normie story, for example, even though the entire family is said to be involved in the hunting trip, the females are not shown in the illustration in any active participation.

Suggestion: Students can discuss some of the activities involved in such a trip. Through their own illustrations, they can show the mother and sister doing some of these chores, such as putting up the tent, going for water, cooking the food over the camp fire, or hunting the geese.

PUBLISHER: Gage Publishing
TEXT: Expressways: Robin-Run
SELECTIONS: 80
MALE: 12
FEMALE: 7
BOTH: 2
NEITHER: 16

Adult Role Models:

Male: father, farmer, hunter, chief, pigeon breeder, canoe maker, grandfather, zoo-keeper, baggage handler, writer, elevator operator, Rabbi, husband, pilot, song-writer, teacher, storyteller, circus crew member.

Female: grandmother, teacher, reporter, wife, dairy producer.

Race and Class:

Many of the stories deal superficially with Canadian culture. Selections on the working class and the poor are lacking and emphasis is placed on the middle class. Imbalances appear in other areas, such as in the presentation of family units (emphasis on two-parent families) and family settings (emphasis on rural areas, neglecting core areas). The book does present several selections on non-white groups, but these are primarily limited to native indians.

General Comment:

There is a scarcity of female adult role models: about eighteen occupations for men are given compared to about five for women. Additional materials are definitely needed here to show women in various occupations and activities outside of the home.

- "Janey"

pp. 6-7 Comment: This is an excellent poem about a young child's sense of loss when a friend moves away. The artist is to be commended for using a non-white female in the illustration. The setting is also a neutral one and could be any place.

- "Mukluks"

pp. 9-12 Comment: This story is good in its treatment of the relationship between a grandmother and grandson and the native culture. It shares with the reader how a young boy can feel trapped within limits of tradition and culture. Non-natives may also be able to find similar situations in their lives.

Suggestion: Students can discuss whether they sometimes wish for something different, something from another culture. They can list some of the things from other cultures that they like or admire.

- "Moose Jaw Maggie"

pp. 14-19 Comment: This is a humorous story with an important message.

Suggestion: The meaning of the story and the similarities amongst languages from different cultural groups in Canada can be discussed.

- "Four Legs"

p. 40 Problem: The story places the native Indian in a traditional and historical context. The illustrations construct an outdated vision of the "noble savage" in nature.

Suggestion: The students can recognize that this is a dated image of the native Indian if they are exposed to more contemporary material. As well, someone from the native community can speak on the changing lifestyles of Indian people over the years.

- "The Moonlight Dance of the Whooping Cranes"

pp. 118-124 Problem: This story, about a boy's discovery of whooping cranes in the marshes, devotes a lot of time to explaining the father's occupation and place in the family. Although the mother is present, she is relegated to the background.

Suggestion: Illustrations of more contemporary family portraits would offer a broader outlook on the family as it has evolved.

- "Emily Carr"

pp. 128-132 Comment: Emily Carr was a determined woman, and amidst much hardship, maintained her artistic pursuit. She provides an inspiring role model of determination and success for young girls.

Suggestion: Additional materials on Emily Carr's life and works would be an excellent extension to this story.

- "Twenty-One Trolls and a Dragon"

pp. 138-151 Problem: The dialogue tends to be judgmental: "Well, we must not give in too easily or they'll have us doing all sorts of menial jobs, like greasing cookie sheets, coring apples and cleaning out frosting pans."

Suggestion: This drama, with an all male active cast, is tedious in dialogue and content, and can be omitted. If it is included, the class can be asked if they have ever performed the tasks mentioned, or if their parents bake cookies or core apples. They can be asked if these or any jobs are menial.

. "The Rabbi and the Twenty-Eight Screeches"

p. 171 Problem: This statement implies that only the men in the village are brave: "Quickly, fetch twenty-eight of our bravest men."

Suggestion: This sexist approach to problem solving, biased against the strength and courage of females, can be balanced if the feats that women have performed over the years are discussed.

. "Parkdale Community Festival"

pp. 180-186 Comment: These photographs offer a colorful portrait of Canada's rich cultural and racial diversity.

. "What Color is Danger"

pp. 188-193 Comment: The story itself is a good one. However, the absence of women from the narrative and illustration distorts the reality of what such situation would involve.

Problem: The lost boy's mother and women from the village are not active in the search and concern shown for the boy, which is typical of this book's tendency to neglect the female presence.

Suggestion: Since an increasing number of children have been reported missing in recent years, this is an important subject for adults and children. The searches are often widely publicized through the visual and print media. Discuss whether men and women are often involved in these searches and whether it is realistic to ignore the mother in such as story.

. "Pretty Brown"

pp. 144-145 Problem: The poem itself appears to be neutral in that it does not refer to a boy or girl specifically. However, the photographs depict females.

Suggestion: Students can consider whether the "pretty brown" of the poem refers to color rather than sex. The poet, of Arawak Indian ancestry from Guyana in South American, perhaps has a colour in mind that may be a "pretty brown." If the teacher reads the poem to the student, first pointing out that "pretty" does not automatically refer to females, they can then be asked to draw their own versions of the person in the poem.

PUBLISHER:	Gage Publishing
TEXT:	Expressways: Somersaults
SELECTIONS:	34
MALE:	10
FEMALE:	11
BOTH:	1
NEITHER:	9

Adult Role Models:

Male: father, photographer, janitor, peddlar, fisher, wood carver, hunter, streetcar driver, road builder, grandfather, apartment superintendent.

Female: mother, house painter, veterinarian, storyteller, grandmother.

Race and Class:

The selections slant towards middle-class attitudes, although the editors have attempted to present a broader perspective. The wide range of housing types available in Canada is covered, but only traditional family units are portrayed. When fathers are absent, single-parent family units are not clearly portrayed. The illustrations of people are often quite ambiguous, making it difficult for students to identify and appreciate racial distinctions and differences.

General Comment:

There are more adult male role models than female; male occupations are varied, while most females fit within a traditional career framework. In the single story about a female in a non-traditional occupation (house painter), the character still exhibits many traits traditionally attributed to females. In general, adults are often shown scolding children, a picture which is not balanced with scenes of adult tenderness towards children.

. "'Yeuck!' said David"

p. 28 Problem: It takes a male, even if a boy, to bring order to the situation in this story: "'Daaaaaaa-vid! Smarten up!' said Jimmy. He gave David a poke in the back."

Suggestion: The underlying assumption here is that the female cannot cope with the child. To challenge this assumption, students can be asked to discuss the importance of paying attention to both parents.

- "Helpful Marty"

p. 33 Comment: It is difficult to identify the race or ethnicity of this family.

pp. 33-40 Problem: Marty is shown as incapable of performing simple tasks, even though the illustrations suggest that she is about six or seven. The parents are shown as impatient adults.

Suggestion: The class can discuss some of the tasks they perform at home to help out. They can consider whether they could do some of the things Marty tries to do and whether their parents appreciate their help and take time to show them how to do things correctly.

- "The Painter's House"

pp. 42-43 Problem: Although Mrs. Bundy pursues a non-traditional occupation, her character develops according to a negative female stereotype: "'Oh dear' said Mrs. Bundy. 'Oh my!' said Mrs. Bundy. She shook her head at her own house. 'Oh dear!' thought Mrs. Bundy. 'What color shall I paint my house'."

Suggestion: At this point the selection "A Veterinarian at Work" should be introduced to demonstrate that working women are decisive and problem-solving people. Other materials may also be introduced in order to lead students to question why such feeble dialogue is used and why a female painter is shown painting her house different colours.

- "Katie, Be Quiet"

p. 14 Problem: This selection presents noisy and bothersome children and scolding and intolerant adults.

Suggestion: Students can discuss the activities they pursue which help them to entertain themselves quietly and not disturb others.

PUBLISHER: Gage Publishing
SERIES: Expressways: Skip Along
SELECTIONS: 13
MALE: 2
FEMALE: 2
BOTH: 7
NEITHER: 2

Race and Class:

Of the sixty illustrations in the text, over half portray human beings; twenty are of whites and fifteen include both whites and non-whites. An imbalance exists in the extremely low number of illustrations (only two) that show non-whites by themselves.

General Comment:

The text is fairly representative of both sexes. There are seven illustrations of girls, five of boys and many which include both boys and girls. There are limited numbers of adult roles, but where they are present, women are shown in non-traditional roles (caterpillar tractor operator and athlete). The book's main weakness is in its subtle bias towards middle-class standards, and its portrayal of traditional two-parent family units to the neglect of the varied family structures which exist in society today. Overall, this book does not appear to be problematic in terms of sex stereotyping.

PUBLISHER:	Gage Publishing
TEXT:	Expressways: Trampolines
SELECTIONS:	29
MALE:	5
FEMALE:	7
BOTH:	-
NEITHER:	15

Adult Role Models:

Male: cattle driver, chief, father, pilot, doctor, genie, lifeguard, police officer, fisher, factory worker, janitor, king, farmer, school principal.

Female: mother, naturalist, princess, grandmother, nurse, hide tanner, factory worker, teacher, farmer's wife, servant girl.

Race and Class:

This book emphasizes rural and natural settings and tends to ignore urban settings. Therefore, children in core areas may find difficulty in identifying with the themes of many of the selections. The focus on nature, while in itself commendable, leads to the neglect of other aspects of Canadian life, and leaves areas such as cultural and ethnic diversity unexplored. The book's middle-class depiction of traditional two-parent families ignores the various structures now operative. The single story about a non-white, however, presents a good pictorial account of the traditional task of smoke tanning performed by native Indians.

General Comment:

The book offers a limited number of selections which deal with realistic situations. There is little recognition of the multicultural aspect of Canada. Adult roles are not clearly defined and females are not presented from a particularly positive perspective. Additional materials presenting more realistic situations and balancing rural with urban selections should be used.

- "Paula"

pp. 70-74 Problem: This is the only story in the book that explores the role of the aged in society, yet the images are not positive.

Suggestion: Additional materials, preferably visual, should follow this story to help students appreciate that the aged are not all feeble and deformed. Further, students can be asked to describe their grandparents or other elderly people they may know.

- "Connie Catches a Fish"

pp. 78-83 Comment: This is a refreshing story about a girl involved in an activity typically performed by boys and men. But while the father's occupation is described in detail, the mother is not mentioned, even though it is said that the family helps build the weirs.

- "Kristli and the River"

p. 86 Problem: The preface to the story explains that Kristli is a Mennonite, yet the story sheds little light on the Mennonite culture or way of life. The authors have missed the opportunity to share this culture with young readers.

Suggestion: Students can be encouraged to look for additional information about the Mennonites or to undertake a class project depicting aspects of Mennonite daily life.

- "Smoke Tanning"

p. 98 Comment: This story provides an excellent portrait of the skillful work done by native women.

Problem: A contemporary image of native Indians is not given: "The Indian people of Canada always hunted animals for food."

Suggestion: Discussions can focus on questions like these: do native Indians still hunt for food in Canada?; do most of them still use the hides to make clothing?

- "Running Shoes"

pp. 108-113 Comment: The illustrations could have offered a more realistic view of the diverse races in Canadian society.

- "Hot-rod and the Night Sweeper"

pp. 114-131 Problem: Here, the male is the traditional authority figure, and the female the elementary school teacher.

Suggestion: The class could dramatize the story, with the Hardy and Gibson roles reversed.

- "Emmelina Semolina"

pp. 136-147 Comment: This selection offers a poor image of the female and may well be omitted.

. "How the Farmer's Wife Took Care of Things"

p. 151 **Problem:** This story presents a somewhat stereotyped image of the female who must always await the male's final decision: "...I think I'll wait until my husband comes home and see what he says."

Suggestion: Discuss women the students may know--mothers, aunts, teachers--who could likely have solved the problem themselves.

PUBLISHER:	Ginn & Company	
TITLE:	First Prize for Mr. Mugs	
ILLUSTRATIONS:	Total Number	73
	Male	16
	Female	3
	Both	45
	Neither	9
MAIN CHARACTERS:	Selections	21
	Male	6
	Female	2
	Both	7
	Neither	6

Adult Role Models:

Male: father, veterinarian.

Female: mother, teacher, principal.

Race and Class:

Diverse ethnic groups are portrayed in this series.

General Comment:

On page 55, girls are described as being afraid of spiders. The students might discuss whether they fear spiders and the teacher point out that girls are not necessarily more afraid than boys and that all spiders are not dangerous.

PUBLISHER:	Ginn & Company	
TITLE:	Mr. Mugs	
ILLUSTRATIONS:	Total Number	15
	Male	4
	Female	0
	Both	9
MAIN CHARACTERS:	Selections	16
	Male	5
	Female	3
	Both	5
	Neither	3

Adult Role Models:

Male: teacher.

Female: bus driver, police officer.

Race and Class:

The characters represent people from many ethnic groups.

General Comment:

A commendable effort has been made to eliminate bias in this series. Women are employed in non-traditional occupations. Men are responsible for home-related tasks.

PUBLISHER:	Ginn & Company	
TITLE:	*Mr. Mugs - A Jet Pet*	
ILLUSTRATIONS:	Total Number	57
	Male	32
	Female	0
	Both	23
	Neither	2
MAIN CHARACTERS:	Selections	17
	Male	11
	Female	0
	Both	5
	Neither	1

Adult Role Models:

Male: father, airport worker.

Female: mother.

Race and Class:

No non-white or non-middle class major characters.

General Comment:

In this story, all the airport workers are men, which may give students the impressions that women do not fill any of the variety of occupations that make an airport functional. Teachers can correct this mistaken impression by reading the children's book *Ready for Take Off*, by Beverly Allinson, with their students. This book's subject is a female pilot based in Winnipeg and its photographs were taken in the Winnipeg International Airport.

PUBLISHER:	Ginn & Company	
TITLE:	Mr. Mugs Plays Ball	
ILLUSTRATIONS:	Total Number	67
	Male	2
	Female	1
	Both	56
	Neither	8
MAIN CHARACTERS:	Selections	18
	Male	2
	Female	0
	Both	12
	Neither	4

Adult Role Models:

Male: teacher, store owner.

Female: teacher, window repairer.

Race and Class:

The characters represent people from several ethnic groups.

General Comment:

The presentation of women and girls as good baseball players, of women and girls in slacks, and of women fixing windows is new and praiseworthy. In general, no biased references are included.

PUBLISHER: Ginn & Company
TITLE: Starting Points in Language Arts Series
GRADE LEVEL: K-4

Race and Class:

This series attempts to confront the question of racial and ethnic diversity, and for the most part biases and negative images are avoided. However, Anglo-Saxons are often featured as the major characters; when non-Anglo-Saxons, particularly native Indians, are portrayed, they are depicted in legends, folktales, fairy tales or traditional settings.

General Comment:

Although there are a few positive role models of females, women are portrayed most often in traditional roles or relegated to the background. Males are depicted as more active, and their role models are overwhelmingly abundant. The series as a whole does have positive perspectives, but each text needs to be assessed individually before it is used to determine if additional materials are required.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: It's Saturday	
ILLUSTRATIONS:	Total Number	61
	Male	23
	Female	4
	Both	12
	Neither	22
MAIN CHARACTERS:	Selections	14
	Male	7
	Female	1
	Both	3
	Neither	3

Adult Role Models:

Male: inventor, governor, logger, father, prospector, professor.

Female: mother.

Race and Class:

Ethnic and racial diversity is not adequately represented. Of the fourteen selections, only one features non-Anglo-Saxons as major characters and of the sixty-one illustrations, only three include non-whites. This fails to reflect Canadian society realistically. Socio-economic backgrounds are not clearly apparent. The photographs on pp. 46-51 could have depicted more racially and ethnically diverse groups.

General Comment:

The text presents an overwhelmingly male perspective. Half of the selections feature males, while a single selection features females. Illustrations of males outnumber those of females by five to one. Further, more male than female role models are presented. Women are nameless, appearing only in the role of mother. Boys are adventurous outdoor types, while girls are passive indoor types. Teachers will need to provide additional materials that feature girls and women more prominently and variously.

- "How the Main John Got His Name"

pp. 33-38 Comment: This is a completely male-dominated and male-oriented story, using sexist language in some parts. The overall image is of a tough masculine world, with tough and rugged men and without women

pp. 35-36 Comment: These statements, representative of others, present logging as a male preserve, barring women: "There wasn't a man in the woods ready to argue with him;" "There wasn't a man or a tree that could stand in the way of John."

p. 38 Comment: The statement, "Now, that's what I call man-sized servin' of pancakes," implies that a comparative "woman-sized" serving exists.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: Mr. Mugs and the Blue Whale	
ILLUSTRATIONS:	Total Number	61
	Male	12
	Female	15
	Both	26
	Neither	8
MAIN CHARACTERS:	Selections	14
	Male	2
	Female	4
	Both	5
	Neither	8

Adult Role Models:

Male: grandfather, pirate, doctor.

Female: grandmother, mother, doctor, nurse.

Race and Class:

The book features middle-class attitudes and portrays only two-parent family structures. There is ethnic diversity evident in the illustrations, however, and non-whites appear regularly as major characters.

General Comment:

Boys and girls in the book pursue similar activities. Women and men are present in relatively equal numbers in the selections and illustrations. Both male and female role models are positive, ranging from traditional to non-traditional pursuits and professions, in and outside the home. The text on the whole shows no bias in terms of sex or race, and the language is non-sexist, although there is a tendency to refer to animals as "he."

- "Choosing a Library Book"

p. 54 Problem: The more contemporary term astronauts would be better than "spacemen" here.

Suggestion: Teachers can point out the involvement women have had in space exploration.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: Feather or Fur	
ILLUSTRATIONS:	Total Number	54
	Male	10
	Female	10
	Both	4
	Neither	30
MAIN CHARACTERS:	Selections	16
	Male	4
	Female	4
	Both	2
	Neither	6

Adult Role Models:

Male: wood carver, father, manager, gentleman.

Female: fairy, mother, lady.

Race and Class:

Non-Anglo-Saxon boys and girls are featured as major characters in some selections. Racial and ethnic diversity is also evident in the illustrations. Socio-economic class appears to be neutral, and several family structures appear to be represented.

General Comment:

Adult males are illustrated twice as many times as females, and only two illustrations portray men and women together. Adult role models are few and present stereotyped images: woman as fairy, lady, or mother; and man, more aggressive and adventurous, as fire eater/manager and wood carver. Boys and girls appear in equal numbers as major characters, but the boys are cast in the adventurous and physically challenging roles. Language, however, is primarily non-sexist.

- "Switch on the Night"

pp. 6-12 Comment: This story is refreshing in that it portrays a boy afraid of the dark, receiving help from a girl. This story show young readers that both boys and girls can feel fear and that either can help the other. Interesting, too, is that the girl is unlike the blonde-haired, fairy-type who is usually cast in a helper role.

- "Pinocchio"

pp. 16-17 Problem: All fierce and aggressive roles belong to males in this selection.

Suggestion: The class could dramatize sections of the story and reverse some of the roles.

- "Phaeton"

pp. 32-37 Problem: All the important characters are males and all the magnificent challenges are male dominated. This story may give the young reader a misconception about the dominance of masculine powers, even in mythology.

Suggestion: The class might read a selection from mythology which deals with females.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: Sharing Time	
ILLUSTRATIONS:	Total Number	53
	Male	14
	Female	12
	Both	16
	Neither	11
MAIN CHARACTERS:	Selections	18
	Male	4
	Female	3
	Both	6
	Neither	5

Adult Role Models:

Male: father, mover, woodcutter, hunter, balloonist, helicopter pilot, toy maker, farmer.

Female: mother, teacher, police officer, farmer's wife.

Race and Class:

Children of various ethnic and racial backgrounds are featured as major characters in the illustrations and selections. Adult non-whites are inadequately represented, however, and of the sixteen illustrations of adults, only two show non-whites by themselves and two show them in a group. The traditional two-parent, middle-class family unit is featured several times, and no selections seem to be about the working class or the poor.

General Comment:

Although there is a female police officer as a positive role model, other female roles, such as teacher, mother and wife, are more traditional. Adult males are portrayed in a wider range of role models and when mothers and fathers are involved in the same activity, the fathers assume the more authoritative role. Although the language is basically non-sexist, animals and things are referred to as "he."

- "Christmas Dog"

pp. 9, 58 Problem: This story tends to refer to animals and objects in the masculine gender. Since this repeatedly occurs in many texts, young readers may misunderstand the importance of masculine forms: "He's made of wool and cannot run or wag his tail anymore;" "'Oh my,' [the old engine] said; "and "'Come, come,' he [the toy clown] said. 'Don't give up....'"

Suggestion: Students could try to rewrite the story with a more neutral form of gender address.

- "Pretending"

p. 10 Problem: This selection, like so many other poems or stories, features adventures with pirates and dragons designated masculine.

Suggestion: The students can draw their own illustrations, including both boys and girls.

- "The Giant Splash"

p. 16 Problem: Both parents are in the boat, yet the mother's role is mainly passive. "Daddy," as the male is described, is the more active of the two and unnecessarily so at times: "Daddy made the boat go so fast...", and "when they had been for a little boat ride, Daddy stopped to fish. He and mommy fished and fished." A similar situation occurs on page 25.

Suggestion: Students can discuss some outdoor tasks their parents share or that their mothers do.

- "Sharing Time"

p. 29-33 Comment: This is a good story about how a girl, newly arrived in Canada, overcomes her language barrier and becomes involved in class activities.

- "The Little Old Man with the Very Big Gun"

p. 38 Problem: The illustration is not of a little old man, but of a man, rather large and overpowering. Further, "Little old man" is a condescending stereotype often applied to senior citizens.

Suggestion: The poem can lead to a discussion of how the elderly are often incorrectly stereotyped. Students might be asked to give a written description of "the old man" based solely on the illustration.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: What IF?	
ILLUSTRATIONS:	Total Number	58
	Male	23
	Female	11
	Both	16
	Neither	8
MAIN CHARACTERS:	Selections	11
	Male	4
	Female	2
	Both	2
	Neither	3

Adult Role Models:

Male: father, Czar, wiseman, old man, peasant, hunter, wizard, ship's captain, doctor.

Female: mother, grandmother, princess, museum owner.

Race and Class:

Children of different races and ethnicities are represented in several of the selections and many of the illustrations. Some of the selections about non-whites are more traditional than contemporary in setting and subject. Except for the photographs of Inuits, adult non-whites are not adequately represented in the book. Neither are family units adequately represented, beyond the two-parent structure shown twice.

General Comments:

Men appear in the illustration twice as many times as women. Male roles are more varied than those for females. Women are still being stereotyped as mother, grandmother and princess. While an equal number of boys and girls are featured as major characters, the activities are typical--boys playing baseball, girls playing and sharing together. None of the stories feature boys and girls interacting.

- "Gabrielle and Selena"

pp. 6-15 **Comment:** This is a refreshing story that features two girls, one black, one white, sharing their lives. The story demonstrates that each girl's family lives similar lifestyles, although differences, such as race and culture, are obvious.

- "The Flying Ship"

pp. 16-17 **Problem:** This is primarily an all-male story, casting women in the background.

Suggestion: Students may rewrite parts of the story, or dramatize selections and give some roles to females.

p. 16 Problem: The father seems to say that the daughter is for sale, or at least is a trading item: "The man who brings me a flying ship may ask my daughter to marry and have half my kingdom."

Suggestion: Children should understand the fictional nature of this story. Teachers may wish to discuss the importance of female choice, identity and independence today. Children should be asked how they feel about the father's decision and whether they know of cultures where husbands and wives are chosen for one by one's parents.

- "Inuit Summer"

pp. 34-39 Comment: The photographs and narrative traditionalize the roles of male and female. While some of the activities may well occur as described, it is good practice for teachers to suggest that hunting and other physical activities can be enjoyed by females.

- "Kimook"

pp. 40-47 Comment: This is a very interesting story about how children can help each other to feel accepted and to share aspects of their culture.

- "A Fish from the Past"

pp. 56-67 Problem: This story presents a sterotyped image of a black boy, half dressed with bare feet, in a tropical setting. The story itself is not negative, but the illustrations do present negative stereotypes.

Suggestion: Teachers could read the story to the students over time and let them draw illustrations of the young boy. These drawings should tell the teacher if the students hold stereotyped images.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: Just Beyond	
ILLUSTRATIONS:	Total Number	52
	Male	16
	Female	6
	Both	12
	Neither	18
MAIN CHARACTERS:	Selections	14
	Male	6
	Female	2
	Both	1
	Neither	5

Adult Role Models:

Male: king, physician, Lord High Commissioner, wizard, mathematician, court jester, author, brother, heavy machine operator, R.C.M.P. officer, train driver, uncle.

Female: princess, wife, teacher, mother.

Race and Class:

Non-whites are under-represented in the book. Of the fifty-two illustrations, one features a native Indian in traditional (legendary) setting. Four illustrations are of non-whites in groups accompanying selections that feature members of different ethnic groups in major roles; however, two of these fall into the fairytale or legend category. Socio-economic diversity is not apparent, particularly because of the fantasy element which is dominant in the selections. Stories which deal with poverty are within a fairytale setting where poverty is solved through the magic of fairyland. Thus, the poor and working class appear to be unreal. This is a common trend in many books at this level.

General Comment:

The male presence is dominant throughout the book, and adult females are particularly under-represented. Males are major characters in six of the selections, females in two, and both males and females in only one. The illustrations are also dominated by males. There are twice as many illustrations of boys and men than girls and women. Adult female role models are few and limited to the traditional stereotypes: teacher, wife, mother and princess. Role models for men, on the other hand, cover a wide range, from doctor to heavy machine operator. The selections and the illustrations, with this overwhelming male presence, misrepresent society to young readers. This text should be omitted and other more balanced materials substituted.

- "The Bear Who Stole the Chinook"

pp. 6-11 Comment: This legend, the single selection about native Indians, places natives in a traditional setting. It may be necessary to introduce other more contemporary materials to give a balanced image of native Indians.

p. 7 Comment: The illustration, supposedly of a native Indian boy of long ago, is unconvincing. It is also difficult to tell whether the illustration is of a boy or girl.

- "Many Moons"

pp. 12-31 Problem: This story is dominated by men. Although the young girl is featured, the male presence comes through since the girl seems fragile and helpless. Women are not visible either in the text or illustrations.

Suggestion: The teacher may wish to substitute another selection where females are shown to have been present in royal courts.

- "The Magic Mill"

pp. 35, 38 Problem: Poverty is often real to many children. Too many stories for children at this level present the poor and their situations as easily solved by just asking for things: "In our house we cannot get ready for Christmas. We are too poor. How sad I am," and "...he asked for a big house and for some precious gold to make them rich...now he was rich..."

Suggestion: The teacher may wish to select another story to help students confront more realistically the problems of being poor.

- "Across Canada by Train"

pp. 42-55 Problem: The photographs do not portray the ethnic and racial diversity that Canada represents. There is also a male bias in the photographs. All work-related photographs feature males: on pages 46-47, the heavy machine operators and R.C.M.P. officers are male; on page 50-51, all the guards appear to be male; and on page 52, two men are featured.

Suggestion: This selection could be omitted or the class could attempt to construct a similar project, "Across Canada by Train," that includes illustrations representing more accurately the occupational participation of people of various races and of both sexes.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: In a Dark Wood	
ILLUSTRATIONS:	Total Number	63
	Male	18
	Female	11
	Both	16
	Neither	18
MAIN CHARACTERS:	Selections	17
	Male	4
	Female	4
	Both	3
	Neither	6

Adult Role Models:

Male: father, grandfather, king, letter carrier, builder, fisher, farmer, forest worker, store clerk, factory worker, potter, R.C.M.P. officer.

Female: mother, old woman, queen, truck driver, scientist, editor, teacher.

Race and Class:

No obvious class or race bias is portrayed in the book, but racial and ethnic diversity is under-represented. Of the seventeen selections, none feature a non-white as a major character. Only one of the fifteen work-related photographs is of a non-white. Further, magical solutions to fairytale poverty are offered.

General Comment:

Although one selection presents the helpless female fairytale stereotype, women are otherwise portrayed in several non-traditional occupations, such as truck driver and scientist. Most selections avoid stereotypes and use non-sexist language.

. "A Stormy Night for Mr. Mugs"

p. 8 Comment: This book begins on a very positive note, showing both parents at home and involved in domestic tasks: "One night Mommy and Daddy were in the kitchen making supper."

. "The Big, Big Parade in the Green, Green Jungle"

p. 36 Problem: The stereotype of male power--"King of the jungle"--is operative in this story: "All the animals in the green, green jungle are waiting for King Lion's parade."

Suggestion: Students might be asked to consider how the story would work with a female leader.

- "People at Work"

p. 60 Problem: "Maybe you saw a mailman, a paper boy..."

Suggestion: Teachers should point out that "letter carrier" should be used instead of "mailman." Students should be asked if girls as well as boys deliver papers.

pp. 62-64 Comment: Strong role models of females, in such non-traditional occupations as truck driver and scientist, are given here.

p. 69 Comment: Students could be asked whether they have seen pictures of female R.C.M.P. officers.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: Mr. Mugs is Lost	
ILLUSTRATIONS:	Total Number	69
	Male	17
	Female	9
	Both	31
	Neither	12
MAIN CHARACTERS:	Selections	7
	Male	7
	Female	4
	Both	4
	Neither	4

Adult Role Models:

Male: father, security personnel, police officer, storekeeper, letter carrier, heavy machine operator, giant, prince.

Female: teacher, mother, police officer, bank worker, storekeeper, fairy.

Race and Class:

Of the nineteen selections in the book, none feature non-whites as major characters; however, non-whites have background roles. Children of various ethnicities are present in many of the illustrations. However, of the thirty illustrations of adults, only one is of an non-white adult (black). Generally, a middle-class perspective seems to be portrayed. The single story about a poor family is, as usual, a fairytale.

General Comment:

There are twice as many illustrations of boys as of girls. More males than females are featured as major characters. Boys and girls participate in similar activities, except in the fairytale selections. In these, the adventurous boy confronts a huge giant and saves himself ("Jack and the Beanstalk"), while the defenseless girl confronts a mouse and is saved by a handsome prince. Since children will always be exposed to fairytales like these, teachers must provide additional materials to balance the stereotypes they portray.

- "The Nutcracker"

p. 78 **Comment:** Teachers might notice that the female character is scantily dressed, and question why this is so in a children's text.

PUBLISHER:	Ginn & Company	
TITLE:	*Starting Points in Language Arts: In the Rain*	
ILLUSTRATIONS:	Total Number	85
	Male	17
	Female	8
	Both	6
	Neither	54
MAIN CHARACTERS:	Selections	19
	Male	5
	Female	3
	Both	-
	Neither	11

Adult Role Models:

Male: police officer, firefighter, father, letter carrier, king, police chief.

Female: none.

Race and Class:

Most of the selections are not about people. Of the eight that are, two are about non-Anglo-Saxons (one of which appears in three parts). The selection on the native Indian is a legend. The other selection presents worthwhile information on the Ukrainian tradition of Easter egg decoration. No class or race bias is apparent.

General Comments:

The book is somewhat dated (1977) and presents overall an outdated image of society and of women's roles. A more recent text should be substituted.

- "Winnifred"

p. 7 Problem: Sexist terms are used: "One day the lady next door..."

Suggestion: Teachers might point out that "woman" and "neighbour" are more appropriate and contemporary terms.

p. 11 Problem: This passage presents a stereotype of the single female "lady" who, fragile and frail, faints at the least upsetting incident. This image is particularly negative, outdated, and offensive: "And there was Miss Jones, the lady next door, lying flat on the ground..."

Suggestion: Students can be asked to give their reactions to this scene and to answer questions like these: does anyone behave like this?; would a male neighbour behave like this?

Comment: Teachers should notice that the police officers and firefighters are men and perhaps ask students to questions this portrait.

- "Nanabush and the Skunk"

pp. 73-78 Comment: This is a legend about natives, a point which young readers must understand. Perhaps another selection, more about contemporary reality, should be used to balance this traditional image of the Indian in nature.

- "Butter Making"

p. 74 Problem: This story is about a woman making butter; it is totally concerned with her and the tasks she performs. Yet she is not accorded her own identify, but identified through a male, her husband, who is absent from the storyline. Indeed, the woman is identified as a possession of the farmer--"the farmer's wife."

Suggestion: The negation of female personality and identity is particularly harmful and must be corrected. Teachers could help their students to rewrite the story, giving the woman a name and an identity of her own, as the following revision suggests: "Long ago, there lived a woman named Marya on a farm a long way from the nearest town. She had to work hard to make butter. Her husband Thomas milked the cows and Marya made the butter...et cetera."

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: The Secret Life of Mr. Mugs	
ILLUSTRATIONS:	Total Number	62
	Male	18
	Female	4
	Both	12
	Neither	28
MAIN CHARACTERS:	Selections	12
	Male	6
	Female	1
	Both	3
	Neither	2

Adult Role Models:

Male: father, fortune-teller, teacher, police captain.

Female: mother, teacher, police officer.

Race and Class:

None of the selections or illustrations feature non-white children. One selection, a fairytale, has a non-white adult male as major character but the setting is traditional. This story also proposes a magic solution to poverty--a magic cap. Generally, ethnic and racial diversity is under-represented.

General Comment:

Female roles are few for both women and girls; there are more illustrations of and selections about males. Adult role models are generally few. The language, however, is basically non-sexist.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: Mr. Mugs is Kidnapped	
ILLUSTRATIONS:	Total Number	77
	Male	27
	Female	8
	Both	23
	Neither	19
MAIN CHARACTERS:	Selections	14
	Male	1
	Female	2
	Both	2
	Neither	9

Adult Role Models:

Male: professor, thief, weaver, electrician, detective, wood cutter, sailor, knight, butcher, baker, manager, wizard, pirate, tailor, blacksmith, doctor, cobbler, farmer.

Female: manager, teacher, grandmother, fruit and vegetable vendor.

Race and Class:

Non-whites are not represented in the selections or illustrations. Most of the selections deal with fantasy and only a few present realistic situations. A socio-economic perspective is not clearly identifiable.

General Comment:

In a text in which less than half of the selections pertain to people, a disproportional male presence is still obvious. There are at least three times more adult male than female roles, and both sexes are stereotyped. Teachers could choose additional materials offering more contemporary and positive images of both sexes or have students read similar tales in which females are included.

- "The Story of Olaf"

pp. 33-38 Comment: Students can discuss whether women were present in the days of knights and dragons.

- "On the Other Side of the River"

pp. 45-48 Comment: All the tradespeople, such as the blacksmith and the tailor, are males.

p. 56 Problem: These passages present traditional images of the passive inactive female and the active outdoor male: "Now the women of the east smile at the women of the west. The men of the west work with the men of the east."

PUBLISHER: Ginn & Company
TEXT: Starting Points in Reading A2 (1981)
SELECTIONS: 64
MALE: 15
FEMALE: 7
NEITHER: 38
BOTH: 4

Adult Role Models:

Male: farmer, livestock man, grocer, father, scientist, fisher.

Female: cashier, teacher, mother, mermaid, writer, runner.

Race and Class:

This book seems to have used tokenism in its slighting representation of people of other cultures. Although there is a lot of information in the book, most of it is about things or animals, not people.

General Comments:

Of the two hundred and eleven illustrations, forty-three are of males, eighteen of females, twenty-six of both males and females, and one hundred and twenty-four of things or animals. Generally, this book seems to take a superficial approach to its subject areas, and if it is to be used, should be accompanied by supplementary material.

pp. 10-40 Comment: These pages contain a number of stories and poems mostly about dinosaurs. Four men and two women act as main characters. There are thirteen illustrations of dinosaurs or other animals, six of men, and one of both a man and woman. All people illustrated are of the caucasian race.

- "A Chance Encounter"

p. 46 Comment: This is refreshing story that reminds students to extend themselves to new students in the classroom. This friendly behavior could be carried over, however, in any setting, such as in the church or in the community.

- "Signs and Symbols"

pp. 48-49 Comment: Students can discuss how these signs and symbols assist people who cannot speak or read a language foreign to them. Students can be encouraged to role play in order to recognize that the things they take for granted do not come easily to a person who is in strange surroundings. Teachers might point out that this kind of cultural shock is experienced by Indians who, when they migrate from rural to urban areas, are often surprised to find running water, flushing toilets, city transit systems and street lights, among other things.

- "Meet the Computer"

pp. 62-65 Problem: Since this story does not specify gender, it is disappointing to see two illustrations depicting males. This is a subtle way of implying that men work at the various occupations presented in the story.

Suggestion: Students can examine the probability of females being involved in these occupations.

- "Janine and the Snake"

pp. 74-77 Comment: This refreshing story breaks down the stereotype that girls fear and hate snakes. As a matter of fact, it depicts a boy named Ben who is afraid of snakes and a girl named Janine who is not.

- "Why Some Reindeer are White"

p. 194 Problem: "They agreed that she could stay to cook and sew for them while they were hunting reindeer."

Suggestion: It is important that the teacher point out that this story takes place several years ago when there was a labour division between the sexes. Now it might be possible for Weeneetuk to go hunting. Students can be asked who likely think did the cooking and sewing before Weeneetuk arrived.

- "The Indian Cinderella"

p. 197 Comment: This story reinforces the misconception that women are waiting to be rescued by their knight in shining armour. It is important that the teacher inform the students that this is a myth or fairytale and not necessarily the way life is today.

This story also smacks of ethnocentrism in specifying that this Cinderella is Indian. The transposition of Indian culture into a European fairytale seems awkward and even negative in reproducing the two wicked sisters.

- "Black and White"

pp. 206-210 Comment: This interesting and educational story tells how Mary from Trinidad helps her fellow students share in a cultural experience; this story thus helps to promote tolerance among ethnic groups. Students can examine what their knowledge level of the Trinidadian culture would be if they moved from Canada to Trinidad.

- "The 5-Speed Bicycle"

pp. 211-215 Comment: This story depicts the determination of a young girl named Margy who uses her talents to earn enough money to purchase a 5-speed bicycle in a particular amount of time.

- "Andy, Willy and Me"

p. 218 Comment: This refreshing story is about a boy named Andy who has a best friend named Willy who is a girl. Andy is always praising Willy and talking about her to his new friend.

Problem: "Yeh. Now I've got to put up with that weird Cindy Cane. Girls! Pests!"

Suggestion: Students can consider why boys make such generalizations about girls and vice-versa. They can consider whether these generalizations are based on evidence and sound judgment.

PUBLISHER: Ginn & Company
TEXT: Starting Points in Reading Revised, Level A, First Book (1981)
SELECTIONS: 72
MALE: 9
FEMALE: 8
NEITHER: 50
BOTH: 5

Adult Role Models:

Male: farmer, king, novelist, hockey coach, principal, soldier, teacher, church official, artist, soapstone sculptor, storekeeper, musician.

Female: mother, grandmother, housewife, ballerina.

Race and Class:

This book contains a unit on cultural and racial differences, and represents non-whites in about twenty percent of the illustrations. There is a middle-class bias: most homes mentioned are single-family dwellings and most families two-parent families.

General Comment:

Stories about boys are balanced with stories about girls in this text, and the girls are well-developed characters and positive role models. A male bias is present, however, in the portrayal of adults and in the higher percentage of boys than girls in the illustrations.

- "Ringette"

pp. 30-32 Problem: This story is controversial in the sense that the merits of Ringette as a sport are questionable. Ringette reinforces the idea that body contact sports are inappropriate for women and provides a rationale for the continued exclusion of women from hockey, which receives a much higher proportion of community funding. Names, such as "Belles" and "Debs," for Ringette groups suggest images of beauty and fashion, rather than athletics. The coaches' term "sports-gal-ship" is a patronizing parody of "sportsmanship."

Suggestion: Teachers could outline the rationale for separate team sports and then outline the cases of girls who have successfully challenged their exclusion from hockey teams. Students can be asked to consider questions like these: why are girls who can compete in size and strength excluded from boys' teams?; if physical contact and violence are unacceptable in girls' sports, why are they acceptable for boys? These questions are timely for students in the middle years when girls are often bigger and stronger than boys.

- "Gertrude Kloppenberg (Private)"

pp. 66-69 Problem: This story presents stereotypical characters: bullies, all boys, tormenting a fat girl for being a bookworm. The fact that she is wearing glasses in the illustration compounds the stereotype.

Suggestion: This story can be used to discuss not only Gertrude's response to the teasing but also the image presented of the Murphy boys. Students can consider questions like these: why is it socially acceptable for boys to say they hate girls but unacceptable for them to say they hate any specific racial group?; do the Murphy boys have a personal reason for disliking Gertrude?; are children who read a lot generally teased?; if so, why?; is wearing glasses related to the amount of reading a boy or girl does?

PUBLISHER: Nelson Canada
TEXT: Flip Flop
SELECTIONS: 35
MALE: 2
FEMALE: 2
BOTH: 8
NEITHER: 23

Adult Role Models:

Male: uncle, robber, school principal, shop keeper, fisher, totem pole carver, mover, butcher, butcher's assistant, restaurant owner/cook, school caretaker, father, hunter, pilot, teacher.

Female: mother, school principal, curatorial assistant, museum worker, teacher.

Race and Class:

Ethnic groups are under-represented and stories about ethnic groups other than whites concern native peoples. Although these stories are interesting, the settings and activities are primarily traditional, portraying natives as hunters and totem pole carvers. Illustrations of non-whites, other than native peoples, are few.

The settings mainly depict the arctic and the countryside and selections that present such settings tend to provide detailed descriptions of such things as the surroundings, the animals, and the noise or desolation of nature. Urban settings, on the other hand, are not given in detail. The single story with a city setting is only identifiable because "Toronto" is mentioned. The working class and poor are also under-represented.

General Comment:

There are more illustrations of men than of women, and twice as many adult male than female role models. Few women are mentioned in selections that deal with native peoples. However women are featured in two positive roles as school principal and curatorial assistant. Boys and girls are equally represented as main characters, but the more physically strenuous activities tend to be attributed to boys. This is evident in the contrast between "Arctic Canary Cowboy" (pp.110-117), a realistic story of a boy's hunting whales in cold arctic waters, and "Denise, The Little Dancer with Big Feet" (pp.118-129), a fantasy story of a girl's walking on clouds.

PUBLISHER: Nelson Canada
TEXT: Zoom Shots (1982)
SELECTIONS: 33

Adult Role Models:

Male: father, uncle, pilot, ticket taker, professor, animal nutritionist, grandfather, farmer.

Female: mother, sculptor, storekeeper, aunt, wife.

Race and Class:

Of the thirteen stories in the book, eight feature Anglo-Saxons; the majority of poems are not about people. Non-whites are under-represented in the illustrations. The settings feature primarily non-urban areas, such as farms, the prairie, the seaside, and rural and remote areas. These are described in rich detail, while selections with urban settings provide few details. The working class and poor are inadequately represented, and the handicapped are not represented at all.

General Comment:

Twice as many boys as girls act as main characters in the stories, a proportion which carries over into the illustrations. Adult male and female roles are about equally distributed as are illustrations of men and women. Women are characterized in a few positive roles, such as sculptor and writer, and language is non-sexist.

PUBLISHER: Nelson Canada
TEXT: Ripple Effects (1983)
SELECTIONS: 37

Adult Role Models:

Male: minister, undersea explorer, arctic diver, writer, explorer, photographer, film-maker, doctor, father, mine worker, veterinarian, stable person, detective, taxi driver, research assistant, theif, king, prince.

Female: mother, teacher, queen, aunt, professor, switchboard operator.

Race and Class:

The majority of the stories feature whites as main characters. Ethnic and racial diversity is under-represented, both for adults and children, in stories as well as in illustrations. Both the single-parent and the traditional two-parent family are portrayed. The working class and poor are featured, but mainly in a historical framework, while stories featuring the middle class are more contemporary.

General Comment:

Adult females are severely under-represented in the stories and illustrations, men outnumbering women three to one in both cases. Women are characterized in passive and, to some extent, stereotyped roles, such as teacher, professor, and switchboard operator. Men are portrayed in a variety of more adventurous and exciting roles, such as medical doctor, undersea explorer, arctic diver, miner, and thief. Boys and girls are equally featured as main characters with similar pursuits, although more illustrations of girls appear. The language is non-sexist. The handicapped are not represented in any of the selections.

PUBLISHER: Nelson
SERIES: Nelson Language Development Reading Program:
SELECTIONS: 272
MALE: 38
FEMALE: 35
BOTH: 50
NEITHER: 119

Race and Class:

The themes in this series are predominantly about nature and animals. Most settings depict countrysides, farms, and nature, and these are not equally balanced by depictions of urban and core areas. Social class is primarily neutral although a few selections present middle-class perspectives. The working class and the poor are inadequately represented. Where the poor are featured, poverty is always unrealistically solved by the magic of fairyland.

The authors have made some efforts to deal with racial and ethnic diversity. However, the majority of the selections feature whites and non-whites are under-represented. In the higher level texts, many of the illustrations include non-whites as part of a group.

General Comment:

Adult roles are few for males and females, but male characters are more likely to be associated with occupations outside the home. Female roles are restricted to traditional stereotypes of wife and mother. The series, if used, will need to be supplemented by a fairly large amount of material to provide more accurate and realistic portrayals of these subject areas: women in non-traditional roles, urban settings, ethnic and racial diversity, the working class and poor, the elderly, and handicapped children.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Kittens and Bears
SELECTIONS: 16
MALE: 2
FEMALE: 1
BOTH: 4
NEITHER: 8

Adult Role Models:

Male: teacher, father.

Female: mother.

Race and Class:

Non-whites are well represented in the selections and illustrations. One weakness of the illustrations is their blurring of physical features, which effect undermines the distinctive physical features of each race. The two-parent family structure is the most obvious whether in relation to people or animals. In general, however, settings do not appear to favour one class over another.

General Comments:

The text presents an equal number of boys and girls engaged in similar activities. Adult roles are few, however, and females are portrayed as mothers, while males have job-related roles. The male presence is also more dominant. Mr. Brown, the teacher, is featured in twelve of the thirteen illustrations that include adults, while women are only in four.

- "The Three Little Kittens"

pp. 22-23 Problem: The illustration depicts an angry "mother" cat, scolding her frightened young. This simply transfers the stereotype of the angry human female, scolding her child, to the animal doing the same.

Suggestion: This selection should be balanced by materials which show tender relationships between mothers and children, whether humans or animals.

- "Goldilocks and the Three Bears"

pp. 47-61 Problem: The illustration is typical in showing the traditional two-parent family and ignoring other structures in society today.

Suggestion: To see if the story's meaning changes, the children can rewrite the story, featuring different family structures--single-parent or extended family--and substituting a boy for Goldilocks.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Magic Story-Box
SELECTIONS: 23
MALE: 2
FEMALE: 4
BOTH: 2
NEITHER: 13

Adult Role Models:

None.

Race and Class:

The few selections or illustrations portraying people do not present non-whites. Questions of race, ethnicity or social class are generally avoided since the majority of the stories are about nature, animals or the imaginary.

General Comment:

The text should be supplemented with materials that offer more realistic situations and that feature adults in various roles and occupations. Students should also be exposed to materials that represent the racial and ethnic character of Canada more accurately. Some exposure to settings other than those that are natural would help to balance the book.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Toy-Box
SELECTIONS: 25
MALE: 2
FEMALE: 1
BOTH: 9
NEITHER: 10

Adult Role Models:

Male: teacher, father, elf.

Female: mother, school bus driver.

Race and Class:

A number of non-whites are presented in the illustrations, although the selections do not feature non-whites as main characters. Social class is neutral as the majority of the selections are about nature and animals.

General Comment:

Adult roles are few, but the male role is more obvious than the female. While the teacher, Mr. Brown, appears in several illustrations, only one illustration shows a woman at work; as a school bus driver, she is involved in a typically female occupation. Language, however, is non-sexist.

Teachers might want to try placing some of the stories in a more urban context. They might ask students what kind of animals live in the city and where they live; they might also ask if any students keep pets. Teachers might also want to introduce additional materials that focus on children in urban settings confronting the hustle and bustle of cars, trains, and people.

- "Back to School"

pp. 72-73 Comment: Since all the passengers on the bus are children, this is obviously a school bus. Teachers can ask students if they have ever seen women driving public transportation vehicles--buses or trains.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Saturday Magic
SELECTIONS: 21
MALE: -
FEMALE: -
BOTH: 9
NEITHER: 12

Adult Role Models:

Male: magician, father.

Female: librarian, grandmother, mother.

Race and Class:

Most of the selections in this text deal with animals, nature, or the imaginary, so although cultural/racial or ethnic diversity is not presented, biases are avoided. There is a fairly good set of stories about a brother and sister, with non-whites as the main characters (probably native Indians, although this is not made clear). These characters live in the city, but instead of focusing on city-life, the settings are primarily in nature, and often reflect times past. Most of the illustrations feature animals, but those featuring people do include non-whites.

General Comment:

Adult roles are few, as are selections that feature children as main characters. Boys and girls portrayed in equal numbers, however, are shown to be engaged in similar activities.

At least one story that presents children in contemporary day-to-day activities and deals with realistic themes should supplement this book. Materials that reflect a more accurate view of the many races and cultures in Canada would also help to balance selections in the text.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Treat Street
SELECTIONS: 16
MALE: 6
FEMALE: 7
BOTH: 1
NEITHER: 2

Adult Role Models:

Male: king, giant.

Female: teacher, floorsweeper, wife, mother, witch.

Race and Class:

The racial and ethnic groups apparent in Canadian society are vastly under-represented in this book. Of the sixty-five illustrations, only five include non-whites in groups; only one illustration features a non-white.

General Comment:

Boys and girls are equally represented in the book. Adult roles are few, but males are portrayed as more authoritative (as king and giant), while women are stereotyped (as wife, mother, witch and teacher). The language is primarily non-sexist and at one point a woman is addressed as Ms., which is rare in books for this level.

Additional materials which portray women actively and successfully involved in life and in non-traditional occupations should supplement this book.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Make-Believe Time
SELECTION: 14
MALE: 3
FEMALE: 2
BOTH: 4
NEITHER: 5

Adult Role Models:

Male: husband, shoemaker, father, grandfather, antique dealer, uncle.

Female: mother, wife, princess.

Race and Class:

The book presents a middle-class perspective in its pictures of summer homes and lighthouses, antique dealers, and two-parent family units. The single selection that could be related to the poor or working class is a fairytale. One section includes non-whites in group photographs, but on the whole neither the selections nor the illustrations reflect multi-racial or multi-ethnic characteristics.

General Comment:

The stories are fairytales or are set in nature, with little realistic content. The language is non-sexist and boys and girls are equally presented as central characters. Adult roles are few, but women, where they do exist, are in the background as wives or mothers.

The book should be supplemented with materials about urban and core-area existence, about women in non-traditional and positive roles, and about the many races and ethnicities that are part of Canadian society.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Treasure Chest
SELECTIONS: 18
MALE: 3
FEMALE: 2
BOTH: 2
NEITHER: 11

Adult Role Models:

Male: gardener, pirate, fisher, father, farmer, game warden, waiter, squire, servant, king, prince, prime minister.

Female: mother, mermaid, farmer's wife, aunt, servant, princess.

Race and Class:

The few selections that deal with people present a middle-class perspective. The single story about a poor family offers little that would be realistically familiar to poor children since poverty is easily solved through the magic of fairyland. Primarily the two-parent family is portrayed, and racial and ethnic diversity is largely ignored. Only six of the illustrations include non-whites (in groups) and they are not featured as central characters in any of the selections.

General Comment:

There are more male than female roles; generally men are described through their activities or occupations, while women are stereotyped as wives and mothers. Additional materials should offer young readers some exposure to women in non-traditional roles and as active participants in everyday life. At least one selection should deal with the poor and some of their problems. Further, the book needs to be supplemented by materials that reflect more fairly the multi-ethnic and -racial components of Canadian society.

- "The Fisherman and the Queen of the Fishes"

pp. 18-24 **Comment:** This is a story about poor people whose poverty is solved magically, but unrealistically, in fairyland.

Problem: The mother, who managed to help the family survive for the year the fisherman was away, is ignored in the story: "When the fisherman arrived home, his family was overjoyed."

Suggestion: The class can discuss some of the problems and survival difficulties of the poor; they can discuss how most parents are involved in making ends meet, whether in single-parent or two-parent homes.

- "Trouble with Trumpet"

pp. 36-49 Problem: Anton Bick, as the male, is introduced through his farming activities; Katie, as his wife, is introduced as his cook: "Anton Bick was hungry after plowing... 'Katie!' he shouted to his wife. Anton touched Katie's arm, then pointed to this stomach. 'My goodness, I forgot about the potatoes!' cried Katie."

Suggestion: Students could research what a farm life is like, what duties are involved, and how people run farms.

- "The Squire's Bride"

pp. 68-77 Problem: This story, obviously not to be believed, could still imply to children that males are dominant and have authority over females: "'That girl doesn't know what's good for her. But I do. Of course she will marry you, sir' he said to the squire."

Suggestion: Students can discuss whether Rose-a-bell knows what is good for her and whether any other person could know what is best for her in the important choice of marriage partner.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Whiskers
SELECTIONS: 34
MALE: 3
FEMALE: 4
BOTH: 6
NEITHER: 17

Adult Role Models:

Male: store worker, farm worker, father, woodcutter.

Female: mother, grandmother, television performer.

Race and Class:

Several illustrations depict non-whites, but none are featured as main characters. The settings primarily depict farms, woods, or the countryside, without urban settings to offer a balance. The book presents a middle-class perspective, and the working class and the poor are not included.

General Comment:

Adult roles are few, but most adult males are portrayed outside the home while most adult females are "at home" women.

The book should be supplemented by stories about children enjoying life in urban areas. Women outside the home and more diverse racial groups should also be represented in the additional material.

- "Red Riding Hood"

pp. 109-124 Comment: Students should try to rewrite the story of Red Riding Hood, reversing the roles--making Red Riding Hood a boy with a grandfather, and the wolf and the woodcutter female. Depending on the extent to which students are unable to see the same events unfold, teachers can judge the biases to which they have already become accustomed.

PUBLISHER: Nelson
TEXT: *Nelson Language Development Reading Program: Pets and Puppets*
SELECTIONS: 15
MALE: 3
FEMALE: 1
BOTH: 3
NEITHER: 7

Adult Role Models:

Male: father.

Female: mother, grandmother.

General Comment:

The text balances the illustrations of males and females, whites and non-whites. Adult characters are limited to parental roles, but an extended family structure is presented--that of mother, father, child and grandmother. Also commendable is the portrait of an adult actively interacting with children.

Additional materials, preferably posters, could be placed around the classroom to make clearer the racial diversity that Canada encompasses.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Surprise! Surprise!
SELECTIONS: 13
MALE: 1
FEMALE: 2
BOTH: 3
NEITHER: 6

Adult Role Models:

Male: father, teacher, worker in pet store, worker in meat market.

Female: worker in pet store, mother, worker in meat market.

Race and Class:

Racial diversity is fairly well represented in this book. One weakness, however, is that while twelve illustrations portray whites by themselves, one illustration portrays a non-white alone. The tendency is to feature non-whites as part of a group and not as central characters. No one class is featured more often than another so the book avoids social biases.

General Comment:

Boys and girls are shown participating in similar activities and are represented in equal numbers. Adult roles, while few, show men and women in equal numbers and similar activities.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Hickory Hollow ABC
SELECTIONS: 17

Adult Role Models:

Male: postal clerk, letter carrier, dairy worker, lifeguard, baggage handler, airplane mechanic, pilot.

Female: postal clerk, letter carrier, motorist, dairy worker, truck driver, pilot.

Race and Class:

The stories and illustrations are primarily about animals. However, in those that feature people, non-whites are grossly under-represented. Nineteen illustrations feature whites, three feature both whites and non-whites, and none feature non-whites by themselves. Only whites are portrayed in various work-related positions. Illustrations of homes (though limited in number) do offer a fair cross-section of dwellings in Canada, although such places as tenements, town houses, and low-rise apartment buildings are not shown.

General Comment:

Females are represented equally with males in the illustrations that show people at work. Girls and boys engage in similar physical activities, but most selections deal with animals and the non-human realm

- "What Do You Like to Play?"

pp. 30-33 Problem: Only one illustration includes non-whites. The artist could have shown more instances of children of all races at play.

Suggestion: Supplementary materials (particularly illustrations, in the form of wall posters) which include more non-whites should be used to offer children a more realistic view of Canada's multi-ethnic, multi-racial society.

PUBLISHER: Nelson
TEXT: *Nelson Language Development Reading Program: Heads and Tails*
SELECTIONS: 18
MALE: 4
FEMALE: -
BOTH: 1
NEITHER: 12

Adult Role Models:

Male: taxi driver, father, market vendor, elf.

Female: mother, market vendor.

Race and Class:

Of the eighteen selections in this text, only five are about people, while the others feature animals and nature. The authors have attempted to portray racial and ethnic diversity. Of the five selections that are about people, four of the central characters are non-whites, featuring two ethnic groups (although ethnicity is not clearly identified). The selection about Carlo, in four segments, presents a stereotyped view of barefooted children and goats in a third-world area mountain village. Of the twenty-one photographs of "super markets," not one visible minority is represented. Selections with obvious urban settings are absent.

General Comment:

Adult roles are few, but female roles, for both women and girls, are less frequent and varied than those for males. The book needs to be supplemented by materials which deal with more situations involving people and feature more adult roles, particularly female. Perhaps teachers can find stories which present more positive perspectives and images than those depicted in the "Carlo" selection (p. 54). Selections that feature some aspects of urban lifestyle would also help to balance the given themes of animal life and nature.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Finders Keepers!
SELECTIONS: 24
MALE: 7
FEMALE: 8
BOTH: 2
NEITHER: 7

Adult Role Models:

Male: teacher, father, stamp and coin collector, husband, cowboy, bronco-buster, gold miner, cobbler, astronaut, spaceship navigator, spaceship captain, demolition worker.

Female: wife, great-grandmother, mother, camp director, fairy, doctor, spaceship commander, spaceship captain.

Race and Class:

Of the eighteen selections in the book, only two feature non-whites; as folk tales or legends, both stories fail to offer realistic images of these groups and, since both are set in places other than Canada, to promote the groups' presence in Canada today. Of the sixty-two illustrations, non-whites by themselves are featured in only six (and these are from the folktales). Non-whites are therefore under-represented in the book. The single selection that deals with the poor is a fairytale in which poverty magically disappears overnight, and only a few selections deal realistically with the concerns of the urban child.

General Comment:

Women are portrayed in a few positive non-traditional roles, but there are more adult male role models, and men and boys are characterized as the more active and physically involved sex. The language, except for a few exceptions, is non-sexist.

- "Time to Grow"

p. 21 **Comment:** This is a good story that probably has a city setting and offers the urban child something familiar.

p. 31 **Problem:** As described, only men perform construction work: "The men usually started work at seven-thirty."

Suggestion: Students can be asked if women are ever involved in construction work or in driving the huge machines. Teachers might look for material that shows women involved in construction work.

- "The Rodeo"

p. 43 Comment: All the professional people involved with the animals are male. The class could do some research on rodeos to discover if there are female trainers, broncobusters, or riders.

- "The Ghost Wife"

p. 54 Problem: This is not a contemporary description of an East Indian woman: "She swept the hut, washed the dishes and the clothes..."

Suggestion: Teachers can introduce contemporary materials with more positive images of East Indian lifestyles in Canada today. A spokesperson from any one of several East Indian groups can be asked to speak on how East Indians are integrating into Canadian society and on how many East Indian woman have jobs outside the home.

- "The Silver Bell"

p. 61 Comment: This story, about Asians, deals with a people too often overlooked in these texts; but it portrays a traditional and fictional perspective which is not particularly positive. It should be supplemented with more contemporary materials about these groups and about their presence in Canadian society.

- "Into Space" and "Living in Space"

pp. 74-80 Comment: To correct fictional flaws, teachers may wnat to point out that several highly qualified female astronauts have played an important role in the space industry.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Wonder Time
SELECTIONS: 18
MALE: 2
FEMALE: 3
BOTH: 4
NEITHER: 9

Adult Role Models:

Male: zoo keeper, pedlar, king, knight, prime minister, father, court jester.

Female: aunt, old lady, interviewer, princess.

Race and Class:

Non-whites are not represented in any of the sixty-eight illustrations or eighteen selections. But since the book focuses primarily on the world of nature, social biases are avoided.

General Comment:

Although the few adult roles are equally distributed, two adult female characterizations present condescending stereotypes and negative images of older women. Some of the materials seem somewhat dated.

The book should be supplemented by stories dealing with a more contemporary and realistic perspective. These stories should include stronger characterizations of older women and fuller examinations of urban areas and of the multi-ethnic and -racial mosaic that Canada represents.

- "The Poppy Seed Cakes" and "The Picnic Basket"

pp. 16-25 Comment: It is important that students understand that these stories are not about real situations. Teachers might look for more realistic materials pertaining to the experience of immigrant women coming to Canada.

- "Why Nobody Pets the Lion at the Zoo"

p. 52 Problem: As these lines indicate, this poem completely ignores and negates the presence and importance of women since time began, perpetuating the masculine view of the world: "The morning that the world began, The Lion growled a growl at Man," and "And if the Lion bothered Adam."

Suggestion: Teachers have several options where this poem is concerned. Another poem can be substituted as sufficient selections about animals appear in the book. Or, the poem can be used and its sexist nature discussed Students can then rewrite the poem to include both male and female. What must be kept in mind is that the education of the young should not be slanted towards sexism, chauvinism, or stereotypes.

SUMMARY OF MAJOR CHARACTERS AND ILLUSTRATIONS

	Publisher	Male	Female	Neither	Both
MAJOR CHARACTERS	Ginn				
	Total Number of Selection	100	50	153	69
	% of Main Characters	27%	13%	41%	19%
	Gage				
	Total Number of Selections	69	67	103	35
	% of Main Characters	25%	24%	38%	13%
	Nelson				
	Total Number of Selections	76	70	238	100
	% of Main Characters	16%	14%	49%	21%
ILLUSTRATIONS	Ginn				
	Total Number of Selections	249	102	247	307
	% of Main Characters	28%	11%	27%	34%
	Gage				
	Total Number of Selections	66	61	97	47
	% of Main Characters	24%	23%	36%	17%

SUMMARY

Percentage of male main characters: 23%; of male illustrations 26%
Percentage of female main characters: 17%; of female illustrations 17%
Percentage of main characters with no sex indicated: 43%; of illustrations with no sex indicated 32%
Percentage of male and female main characters: 18%; of illustrations with both sexes present 26%

Note: Percentages do not necessarily total 100% since figures are rounded off to nearest unit.

ADULT ROLE MODELS

Young K-4 readers are exposed to a number of role models in materials from several subject areas, but the career options for female students are too few, especially when compared to the numerous and wide-ranging options for male students. By grade four, most female students have been exposed to a limited number of roles for women, many of which are traditional or even negative stereotypes; women are presented as teachers or nurses, or as indecisive, passive wives and mothers. Male students, on the other hand, have usually been exposed to a vast number of models, ranging from doctor, to astronaut, to truck driver.

Even though more recent texts attempt to portray women and men in non-traditional roles, the female presence in too many texts is still ignored or treated traditionally and subordinated to the male presence. Moreover, the contributions men have made to society are listed more frequently than those made by women. Since the abilities and achievements of women are consistently underplayed in so many texts, students tend to apply this misinformation to their judgments of the capabilities of both males and females. And as a result, their assessment of their own abilities and the abilities of others may be negatively influenced.

A similar situation results from the under-representation of socio-economic and ethnic and racial diversity. This under-representation can lead to misconceptions about the participation and contribution of members of these various groups to Canadian society.

If students are thus misled about the roles people play in Canadian society, some damage is also done to their ability to be appreciative of human diversity and equality.

OCCUPATIONS

	Male	Female
A	acrobat	airflight attendant
	airline clerk	airline clerk
	airport worker	
	air traffic controller	
	ambulance driver	
	animal trainer	
	antique dealer	
	apartment manager	
	army captain	
	army lieutenant	
	artist	artist
	astronaut	aunt
	astronomer	
	auto mechanic	
B	baggage handler	baggage handler
	baker	baker
	ballet teacher	ballet teacher
	balloon vendor	
	bandit	
	bank employee	bank teller
	bear trainer	
	bicycle repair person	
	bronco buster	
	bus driver	bus driver
	butcher	
C	camera operator	
	camp director	camp director
	canoe maker	candy maker
	cargo handler	cargo handler
	cattle driver	cattle rancher
	cattle rustler	cashier
	church official	
	circus crew member	circus performer
	city councillor	clerk
	clown	
	coal stoker	
	cobbler	
	collector (stamp and coin)	
	construction worker	
	convict	
	cook	
	court jester	
	cowboy	
	cowhand	cowhand
	crane operator	

	Male	Female
D	dairy worker	dairy producer
	deep sea diver	dairy worker
	delivery person	
	dentist	
	detective	
	dock worker	
	doctor	doctor
	dog show judge	
	dog trainer	
	druggist	
	duke	
E	electrician	
	elevator operator	elevator operator
	elf	equistrian
	engineer	
	eye specialist	
	explorer	
F	factory worker	factory worker
	farmer	fairy
	farmhand	
	father	
	fire eater	
	firechief	
	firefighter	
	fisher, fishseller	
	flight dispatcher	floorsweeper
	football player	
	forest ranger	
	foundry supervisor	
G	game warden	
	garbage collector	
	gardener	
	gate keeper	
	genie	
	giant	
	governor	
	grandfather	grandmother
	grocer	
	guard	
H	hockey coach	hide tanner
	hockey player	homemaker
	hotel manager	housekeeper
	house builder	
	hunter	
	husband	

	Male	Female
I	Indian chief	interviewer
	inventor	
J	jockey	
K	king	
	knight	
L	labourer	
	landowner	
	letter carrier	letter carrier
	life guard	librarian
	lighthouse keeper	
	lion tamer	
	livestock worker	
	Lord High Commissioner	
	lumberyard worker	
M	major	maid
	magician	
	maple sugar workers	
	mathematician	
	mayor	
	mechanic (airplane)	
	mechanic (car)	
	merchant	mermaid
	meteorologist	
	milk carrier	milliner
	miner	mother/working mother
	mover	motorist
	musician	museum owner
N	newspaper reporter	naturalist
		newspaper columnist
		nurse
P	painter	painter
	park warden	pastry shop owner
	peddlar	
	photographer	
	pigeon breeder	
	pilot	pilot
	pioneer	pioneer
	pirate	
	plant show judge	
	police officer	police officer
	porter	
	postal clerk	
	potter	
	prime minister	
	prince	princess
	principal	principal

	Male	Female
P	professor	
	prospector	
	pulp cutter	
Q		queen
R	Rabbi	
	racer	
	railroad worker	
	rancher	
	reporter	
	revolutionary	
	riding instructor	
	R.C.M.P. officer	
	road worker	
	rodeo clown	
	rug maker	runner
S	sailor	saleclerk
	sander	
	Santa	
	scientist	
	scout	
	scuba diver	
	school patroller	
	sea captain	
	servant	servant
	service station operator	sewing machine operator
	shepherd	
	sherriff	
	ship's captain	
	shoemaker	
	shop manager	
	shop owner	
	soap stone sculptor	
	soldier	
	song writer	
	space ship captain	space ship captain
	space ship navigator	space ship commander
	squire	
	steam shovel operator	store manager
	store clerk	store clerk
	story teller	story teller
		supermarket cashier
T	tailor	
	taxidermist	
	teacher	teacher
	telephone repair person	
	thief	
	train conductor	
	traveller	

	Male	Female
T	tree cutter	
	truck driver	truck driver
	T.V. ad writer	
	T.V. personality	
	T.V. producer	
	T.V. technician	
	tyrant	
U	uncle	
	umpire	
V	vendor (market)	vendor (market)
	veterinarian	veterinarian
W	waiter	weaver
	weight lifter	widow
	window cleaner	wife
	winemaker	window fixer
	wise old man	witch
	wizard	
	worm picker	
	wood carver	
	wood cutter	
	writer	writer
Z	zoo keeper	zoo keeper

TERMINOLOGY: GUIDELINES FOR ELIMINATING SEXISM

1. Women and men should be treated with the same respect, dignity, and seriousness. Neither should be trivialized nor stereotyped, either in text or in illustrations. Women should not be described by physical attributes when men are described by mental attributes or professional position. Instead, both sexes should be dealt with in the same terms. References to a man's or a woman's appearance, charm, or intuition should be avoided when irrelevant.

Example:	Alternative:
Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.	The Harrises are an attractive couple. Henry is a handsome blond and Ann is a striking brunette.
	The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is a shrewd lawyer.
	The Harrises are an interesting couple. Henry is a shrewd lawyer and Ann is very active in community (or church or civic) affairs.

A. In descriptions of women, a patronizing or girl-watching tone should be avoided, as should sexual innuendoes, jokes, and puns. Here are examples of practices to be avoided: focusing on physical appearance (a buxom blonde); using special female-gender word forms (poetess, aviatrix, usherette); treating women as sex objects or portraying the typical woman as weak, helpless, or hysterical; making women figures of fun or objects of scorn and treating their issues as humourous and unimportant.

Here are some examples of stereotypes to be avoided: scatter-brained female, fragile flower, goddess on a pedestal, catty gossip, henpecking shrew, apron-wearing mother, frustrated spinster, and ladylike, little girl. Jokes at women's expense--such as those about the woman driver or the nagging mother-in-law--are to be avoided.

Example:	Alternative:
the fair sex; the weaker sex	women
the distaff side	the female side or line
the girls or ladies (when adult females are meant)	the women

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[10] Adapted from Guidelines for Equal Treatment of the Sexes (New York: McGraw-Hill, n.d.).

Example:	Alternative:
girl, as in: I'll have my girl check that.	I'll have my secretary (or my assistant) check that. (Or use the person's name.)
lady used as a modifier, as in lady lawyer	lawyer (Women may be identified simply through the choice of pronouns: The lawyer made her summation to the jury. Try to avoid gender modifiers altogether. When you must modify, use woman or female: a course on women writers, or the airline's first female pilot.)
the little woman; the better half; the ball and chain	wife
female gender word forms, such as authoress, poetess, Jewess	author, poet, Jew
female gender or diminutive word forms, such as suffragette, usherette, aviatrix	suffragist, usher, aviator (or pilot)
libber (a put down)	feminist, liberationist
sweet young thing	young woman, girl
co-ed (as a noun)	student
housewife	homemaker (or rephrase with a more precise or more inclusive term.)
career girl or career woman	name the woman's profession: attorney Ellen Smith; Marie Sanchez, a journalist, or a doctor, a lawyer, an agent
cleaning woman, cleaning lady, or maid	housekeeper, house or office cleaner
Housewives are feeling the pinch of higher prices.	Consumers (customers or shoppers) are feeling the pinch of higher prices.
The sound of the drilling disturbed the housewives in the neighbourhood.	The sound of the drilling disturbed everyone within earshot (or everyone in the neighbourhood).

B. In descriptions of men, especially men in the home, references to general ineptness should be avoided. Men should not be characterized as dependent on women for meals, clumsy in household maintenance, or foolish in self-care.

The following should be avoided: characterizations that portray men as dependent on women for advice on what to wear and what to eat, men as unable to care for themselves in times of illness, and men as objects of fun (the henpecked husband).

C. Women should be treated as part of the rule, not as the exception. Generic terms, such as doctor and nurse, should be assumed to include both men and women, and modified titles such as "woman doctor" or "male nurse" should be avoided. Work should never be stereotyped as "woman's work" or as "a man-sized job." Writers should avoid showing a "gee-whiz" attitude toward women who perform competently: "Though a woman, she ran the business as well as any man," or "Though a woman, she ran the business efficiently."

D. Women should be spoken of as participants in the action, not as possessions of men. Terms such as *pioneer*, *farmer*, and *settler* should not be used as though they applied only to adult males.

Example:	*Alternative:*
Pioneers moved west, taking their wives and children with them.	Pioneer families moved west. Pioneer men and women (or pioneer couples) moved west, taking their children with them.

E. Women should not be portrayed as needing male permission in order to act or to exercise rights (except, of course, for historical or factual accuracy).

Example:	*Alternative:*
Jim Weiss allows his wife to work part-time.	Judy Weiss works part-time.

II. In reference to humanity at large, language should operate to include women and girls. Terms that tend to exclude females should be avoided whenever possible.

A. The word *man* has long been used not only to denote a person of male gender, but also generically to denote humanity at large. To many people today, however, the word *man* has become so closely associated with the first meaning (a male human being) that they consider it no longer broad enough to be applied to any person or to human beings as a whole. In deference to this position, alternative expressions should be used in place of *man* (or derivative constructions used generically to signify humanity at large), whenever such substitutions can be made without producing an awkward or artificial construction. In cases where *man*-words must be used, special efforts should be made to ensure that pictures and other devices make explicit that such references include women.

Here are some possible substitutions for *man*-words:

Example:	*Alternative:*
mankind	humanity, human beings, human race, people
primitive man	early human beings, early people, ancient men and women
man's achievements	human achievements
If a man drives 50 miles at 60 mph...	If a person (or driver) drives 50 miles at 60 mph...
the best man for the job	the best person (or candidate) for the job
man-made	artificial; synthetic, manufactured; constructed; of human origin
manpower	human power; human energy; human resources; workers; workforce
grow to manhood	grow to adulthood; grow to manhood or womanhood

B. The English language lacks a generic singular pronoun signifying *he* or *she*, and therefore it has been customary and gramatically sanctioned to use masculine pronouns in expressions such as "one-...*he*," "anyone...*he*", and "each child opens *his* book." Nevertheless, avoid when possible the pronouns *he*, *him*, and *his* in reference to the hypothetical person or humanity in general.

1. Re-worded alternatives may be considered.

Example:	*Alternative:*
The average Canadian drinks his coffee black.	The average Canadian drinks black coffee.

2. Re-cast into plural.

Example:	Alternative:
The average Canadian drinks his coffee black.	Most Canadians drink their coffee black.

3. Replace the masculine pronoun with one, you, he or she, her or his, as appropriate. (Use he or she and its variations sparingly to avoid clumsy prose.)

4. Alternate male and female expressions and examples.

Example:	Alternative:
I've often heard supervisors say, "He's not the right man for the job," or "He lacks the qualifications for success."	I've often heard supervisors say, "She's not the right person for the job," or "He lacks the qualifications for success."

5. Avoid using "he" when the intent is to describe both sexes. She/he may be used as an alternative to the generic "he."

C. Occupational terms ending in man should be replaced by terms that can include members of either sex unless they refer to a particular person.[11]

Example:	Alternative:
businessman	business executive, business manager
fireman	firefighter
mailman	mail carrier, letter carrier
salesman	sales representative, salesperson, sales clerk
insurance man	insurance agent
statesman	leader, public servant
chairman	the person presiding at (or chairing) a meeting, the presiding officer, the chair, head, leader, coordinator, moderator

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[11] For further suggestions on alternative non-sexist job titles, refer to Guidelines: Employment Advertising, Manitoba Human Rights Commission.

cameraman	camera person, camera operator, camera technician
foreman	supervisor

D. Language that assumes all readers are male should be avoided.

Example:	Alternative:
you and your wife	you and your spouse
when you shave in the morning	when you brush your teeth (or wash up) in the morning

III. The language used to designate and describe females and males should treat the sexes equally.

A. Parallel language should be used for women and men.

Example:	Alternative:
the men and the ladies	the men and the women
	the ladies and the gentlemen
	the girls and the boys
man and wife	husband and wife

Note that *lady* and *gentleman*, *wife* and *husband*, and *mother* and *father* are role words. *Ladies* should be used for *women* only when men are being referred to as *gentlemen*. Similarly, women should be called *wives* and *mothers* only when men are referred to as *husbands* and *fathers*. Like a male shopper a woman in a grocery store should be called a *customer*, not a *housewife*.

B. Women should be identified by their own names (e.g., Indira Gandhi). They should not be referred to in terms of their roles as wife, mother, sister, or daughter unless it is in these roles that they are significant in context. Nor should they be identified in terms of their marital status (Mrs. Gandhi) unless this brief form is stylistically more convenient (than, say, Prime Minister Gandhi) or is paired with similar references to men.

1. A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

Example:	Alternative:
Bobby Riggs and Billie Jean	Bobby Riggs and Billie Jean King
Mrs. Meir and Moshe Dayan	Golda Meir and Moshe Dayan or Mrs. Meir and Mr. Dayan

2. Unnecessary reference to or emphasis on a women's marital status should be avoided. Whether married or not, a woman should be referred to by the name of her choice, whether it be her original name or her married name.

C. Whenever possible, a term should be used that includes both sexes. Unnecessary references to gender should be avoided.

Example:	Alternative:
college boys and co-eds	students

D. Insofar as possible, job titles should be non-sexist. Different nomenclature should not be used for the same job depending on whether it is held by a male or by a female.[12]

Example:	Alternative:
steward or purser or stewardess	flight attendant
policeman and policewoman	police officer
maid and houseboy	house or office cleaner, servant

E. Different pronouns should not be linked with certain work or occupations on the assumption that the worker is always (or usually) female or male. Instead either pluralize or use he or she and she and he.

Example:	Alternative:
the consumer or shopper...she	consumers or shoppers...they
the secretary...she	secretaries...they
the breadwinner...his earnings	the breadwinner...his or her earnings, or breadwinners...their earnings

F. Males should not always be first in order of mention. Instead, alternate the order, sometimes using: women and men, gentleman and ladies, she or he, her or his.

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[12] For further suggestions on alternative non-sexist job titles, refer to Guidelines: Employment Advertising, Manitoba Human Rights Commission.

CLASSROOM ACTIVITIES

1. Purpose:

To develop positive imagery and provide a broadening of opportunities.

Project:

Take a poll of your students. What do they want to do when they grow up?

Read some of the books suggested in the bibliography and try some of the classroom activities.

Repeat the poll a couple of months later. See if more children feel free to choose a non-stereotyped role. Perhaps budding male elementary school teachers and female construction workers are in your class.

Follow-up:

Towards the end of the year read the students a book which is very stereotyped in its career descriptions. Let them talk about what is wrong with the book. By this point they should see how unfair the book is and be willing to express their views.

2. Purpose:

To introduce very young children to the concept of sex-role stereotyping (suitable for kindergarten to grade three).

Project:

Read a selection of well-known nursery rhymes such as "Little Miss Muffet," "Little Jack Horner," "Little Bo-Peep," and "Four and Twenty Blackbirds" to the class. Encourage the students to discover the differences between the male and female characters in the nursery rhymes--their appearance, their dress, their behaviour.

Discussion:

Ask the students the following types of questions:

. What are some of the things that little girls do in nursery rhymes? (They water flowers, cry, get scared, get lost, et cetera).

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[13] Many of the ideas in this section have been adapted from the B.C. Federation of Teachers Booklet, "Nonsexist Curricular Materials for Elementary Schools."

- What are some of the things that little boys do? (They build things, run and jump, play tricks on people, et cetera).

- Who does more interesting things? Who has more fun? Who is smarter? Who is stronger?

- Do boys help girls? Do girls ever help boys?

- How often do girls cry or get scared? Do boys ever do this?

- What kinds of clothes do girls wear? What do boys wear?

Next, try to have students criticize the nursery rhymes and suggest other ways in which the characters might respond to their situations. For example:

- Why was Little Miss Muffet frightened by the spider? Was it going to hurt her? Could she have chased it away?

- Do you think it would have been more useful for Little Bo-Peep to get up and look for her sheep instead of sitting and crying?

- Are little girls always neat and clean and wearing pretty dresses? Don't they like to wear pants, climb trees, and get dirty too?

- Can little girls be mischievous and play clever tricks too?

- Do little boys ever cry? Does your little brother ever get scared?

Older children might like to try to write their own nursery rhymes in which male and female characters engage in more realistic activities.

3. Purpose:

To expose and eliminate sex stereotyped expectations of job opportunities (suitable for grades one to seven).

Preliminary Discussion:

Ask students what they would like to be when they grow up. Ask whether the chosen occupations could be done equally well by both sexes. Have students give reasons for their responses.

Discussion Points:

Children usually speak from their direct experience of the kinds of work done by the adults they know. In some cases it can be pointed out that there are indeed women/men in occupations students think of as sex-specific (e.g., doctors, nurses, taxi drivers, detectives, carpenters). In cases where there are at present no women/men in the same kinds of jobs, point out that both sexes have the ability to do the work, but not the same opportunities, either because of rules and regulations or lack of training (e.g., jet pilot, police officer, steno pool clerk, dental assistant).

Follow-up:

Throughout the year try to put up pictures of men and women in non-traditional fields of work. Have students read books which talk about men and women in non-stereotyped occupations. Discuss job expectations again at the end of the year.

4. Purpose:

To make the point that both boys and girls may become parents and that any in-school preparation for parenthood should be for both sexes (suitable for grades one to seven).

Discussion:

Discuss the jobs parents do in the home. How are chores, maintenance of the house, and looking after children shared? Do mothers sometimes go out to work?

5. Purpose:

To begin raising consciousness in reference to stereotyping of work roles (suitable for kindergarten and grades one to seven).

Project:

Make stick drawings on the board of people in different situations: a person ironing, a person on a telephone pole, a person skiing, a person writing on a blackboard. Have students give personal names to the people in each drawing and write short stories about them. (Stories could be told or written).

Discussion:

Point out that all these things can be done by both men and women, of any race or economic background.

6. Purpose:

To illustrate the restrictiveness of sex roles (suitable for grades one to seven).

Project:

Have the boys and girls each work on a large collage, using photographs, magazine pictures, and words on the theme, "What it means to me to be a boy/girl." Each collage should illustrate favourite activities as well as those that are disliked.

Discussion:

Discuss the differences between the boys' collage and the girls' collage. Are there things that boys do which girls would like to be allowed to do, and vice-versa?

Are there things that boys hate but have to do, and that girls don't have to do, and vice-versa? Ask students to give the reasons for these differences and to decide if these reasons are convincing.

Follow-up:

Make another collage entitled "Free Children." If this proves difficult to illustrate (since magazines rarely show pictures of boys cooking, or of mixed baseball teams) suggest that we don't really know what free children would be like and what kinds of things they would do. Have the students illustrate their own ideas.

7. Purpose:

To increase awareness of sexism in television commercials (suitable for grades three to seven).

Project:

Have students dramatize television commercials, such as soap, perfume, or car commercials, where men inform women about new improved products.

Discussion:

Discuss each advertisement as it is presented in light of the students' experiences to see if it is false or misleading in some way. These are the kinds of discussion questions likely to arise: Do mothers really love washing floors? Do they always wear dresses when they do housework? Is there any reason why fathers can't learn to cook as well as mothers? Do people in commercials appeal to viewers on the basis of their physical appearance? Is this right? Can mothers be friends with their neighbours instead of gossiping about them?

8. Purpose:

To challenge the stereotypes of people based on race, sex, and class (suitable for grades one to six).

Project:

Present pictures of common scenes and objects, dissociated from their contexts--a bicycle, a stove, a baby carriage, a pair of crutches, or a bow and arrow. Ask what each object is for and to whom it belongs. Discuss the childrens' reasons for their choices; make them aware that these objects are not the exclusive property of any type of person, since any one--old, young, black, white, male, female--could make use of them.

ANNOTATED BIBLIOGRAPHY

Alderson, Sue Ann. Bonnie McSmithers Is At It Again. Edmonton: Tree Press, 1979.

Bonnie and Mommy McSmithers take turns showing each other how to make pancakes, build a fort, fix an inflatable peacock and other things.

Allinson, Beverley, and Judith Lawrence. Myra Builds a House (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

When Gillian and Kim played on the beach they often pretended to be builders. They built with the logs that had been washed up on the sand.

———, et al. Ellie Sells Fish (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

The day Doug decided to buy a friend for his gold fish he thought he knew exactly where to go. Ellie's Fish Market was just around the corner from his home.

———, Let's Take a Vote (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

"Tell me again Mom," said Naomi, "What is it you want to be?"

Judith smiled, "I want to be a politician," she said, "I'm running for election as a school trustee."

———, Take One (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

Everyone agreed that Desina had an unusual pet. Fritz was an iguana, a giant tropical lizard that looked more like a dragon than a pet. But Fritz only looked fierce. He was really very gentle.

———, Maryon Makes Shapes (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

Maryon works at making shapes. She is a sculptor. The place where she works is called a studio. It is a big room with lots of space.

———, Open Wide (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

"Open wide, please Tony," Dr. Margaret said. Tony liked his dentist because she always told him what to expect. Today she was going to fill a cavity, and Tony knew that he had to have his tooth frozen.

————————, Ready for Take Off (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

Anna had flown before, but this was the first time her cousin Paul had been in an airplane. For both of them, this particular flight was going to be a special one.

————————, Doctor Mary's Animals (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

Dr. Mary takes care of animals. She is a veterinarian. She has cats and dogs, rabbits and birds, lizards and snakes, gerbils and turtles and many other pets as patients.

————————, Hand and Glove. Toronto: D. C. Heath and Co., Ltd., 1976.

Everyone's eyes were on the puppet stage in the library. Anansi the spider had met a crocodile and no one was sure what would happen next.

————————, Behind the Scenes. Toronto: D. C. Heath and Co., Ltd., 1976.

Monique and I-fan often visited the museum. They came to see their favorite displays, and they came to see their friend Barbara, who worked there.

————————, Clowning Around. Toronto: D. C. Heath and Co., Ltd., 1976.

Vicky liked pretending. "Today," she said, "I'll pretend that I'm a clown."

————————, Hammer and Tongs. Toronto: D. C. Heath and Co., Ltd., 1976.

Rickey, Natalie, Rose and Tommy ran down the path to the pony field. It was riding day and the ponies were waiting.

Allison, Rosemary. The Green Harpy at the Corner Store. Toronto: Kids Can Press, 1976.

The original harpy was a creature from mythological Greece, part female, part bird. She was a mean creature who stole people's food, screeched, and generally made life miserable for everyone. Green harpy is in the tradition of her forebears, but she is different.

————————, Ms. Beaver Travels East. Toronto: The Women's Press, 1978.

Ms. Beaver sat in a restaurant in Toronto. A map of Canada was spread out in front of her. She was thinking about where to go next.

Barrett, Judith. *Old MacDonald Had An Apartment House*. New York: Atheneum, 1969.

A bit of fantasy which parodies Old MacDonald creating a farm in a apartment house.

Chetin, Helen. *The Lady of the Strawberries*. Toronto: PMA Books, 1978.

After her mother leaves for Toronto, 10 year old Jessica receives letters telling her to be brave. But Jessica misses her mother, although she knows she was never happy on the Conruh's isolated Alberta farm.

Cohen, Barbara. *The Carp in the Bathtub*. New York: Dell Publishing, 1978.

Just before Passover, Leah and Harry befriend a carp and attempt to rescue it from a terrible fate at the hands of their mother, who is about to turn it into her famous and delicious gefilte fish.

Coerr, Eleanor. *Sadako and the Thousand Paper Cranes*. New York: Dell Publishing, 1977.

A sensitive story about Sadako Sasaki, who developed leukemia as a result of radiation from the atomic bomb dropped on the city of Heroshima, Japan. Before she died at the age of twelve she had folded six hundred and forty-four paper cranes which hung over her bed. Her classmates folded the rest.

DePaola, Tomie. *Nana Upstairs and Nana Downstairs*. New York: Picture Puffin Books, 1978.

Death confronts a young boy when his great-grandmother dies.

Ehrlich, Amy. *Zeek Silver Moon*. New York: The Dial Press, 1972.

Zeek Silver Moon growing up and some of the ordinary things that happened to him.

Gackenbach, Dick. *Do you Love Me?* New York: Dell Publishing, 1978.

Death, built, loneliness, and joy are all described in this story.

Green, Phyllis. *A New Mother for Martha*. New York: Human Sciences Press, 1978.

Martha has difficulty coping with the death of her mother and her father's subsequent remarriage.

Hallets, Marie. *Play With Me*. New York: Picture Puffin Books, 1955.

Delicate drawings and simple rhythmic text tell the story of a very real little girl who wanted to play with the animals she found early one morning.

Hazen, Barbara Shook. *Why Couldn't I Be An Only Kid Like You, Wigger?* Toronto: McClelland & Stewart, 1975.

There are advantages in big families as well as small ones.

————————, *The Me I See*. Nashville: Abington, 1978.

Look at yourself and you can see that you are unique and can appreciate each person.

Heyward, Du Bose. *The Country Bunny and The Little Gold Shoes*. New York: Houghton Mifflin Co., Ltd., 1973.

The story of a mother rabbit, who is selected to be an Easter Bunny and whose diligence and hard work pays off.

Hiebert, Susan. *Alphonse Has An Accident*. Winnipeg: Peguis Publishing, 1974.

The story of a northern Manitoba boy who plays with matches and is severely burned. While recovering in Winnipeg he wonders whether his grandfather, whose orders he disobeyed, still loves him.

Hutchins, Pat. *Changes, Changes*. New York: Collier Books, 1979.

This is a picture book in which the bold, bright colored drawings show what wooden building blocks can become in a child's imaginative play.

Kellar, Beverley. *Fiona's Bee*. New York: Dell Publishing, 1975.

Fiona saves a bee and it becomes her pet.

Klagsburn, Francine, ed. *Free To Be You and Me.* New York: McGraw-Hill 1974.

A song and story book which challenges the stereotypes that distort reality for children.

Kilbourne, Francis. *Overnight Adventure*. Toronto: Women's Press, 1977.

A wordless description of the night two girls camp in a tent in the backyard.

McClard, Jude, and Naomi Walls. Come With Us. Toronto: The Women's Press, 1978.

A compilation of children's comments that speak for themselves on issues of racism, work, schools, why we came and where we came from.

Marzollo, Jean. Amy Goes Fishing. New York: The Dial Press, 1980.

When Amy goes fishing with her father to catch Old Chinny Whiskers, she soon changes her mind about fishing being boring.

Mertens, Winnie. My Feet Roll. Hawkeville, Ontario: Before We Are Six, 1977.

A wordless picture book depicting the central character in her wheelchair, participating in a variety of activities in her home, school and community.

Pratt, Ellen. Amy and The Cloud Basket. Chapel Hill, N.C.: Lollipop Power, Inc., 1975.

A direct confrontation of sexism by a young girl demanding to do the jobs traditionally done by men.

Robinson, Barbara. The Best Christmas Pageant Ever. New York: Avon Books, 1972.

The usual Christmas pageant takes on new meaning in this down-to-earth story.

Schlein, M. The Girl Who Would Rather Climb Trees. New York: Harcourt Brace Jovonavich, 1975.

A story about a girl who prefers climbing trees and throwing balls to playing with dolls.

Schick, Eleanor. Home Alone. New York: The Dial Press, 1980.

A boy whose mother has gone to work full time, describes his first day at home alone.

Sharmat, M. W. Getting Something on Maggie Marmelstein. New York: Harper and Row, 1975.

Two preteenagers, a boy and a girl, overcome their hostility towards one another and become friends.

Singer, Yvonne. Little-Miss-Yes-Miss. Toronto: Kids Can Press, 1976.

The story of Cicely, a Jamaican immigrant to Canada and her first few days in a Canadian school.

Stenson, Janet Sinberg. *Now I Have a Stepparent and It's Kind of Confusing*. New York: Avon Books, 1979.

A book that explains remarriage to young children since a child often gets confused when a parent remarries. The cheerful cartoons provide an easy basis for communication and illustrate specific conflicts that may arise.

Stren, Patti. *Hug Me*. New York: Harper and Row, 1977.

Most porcupines like to keep to themselves. But Elliot Kravitz was different. He was lonely. He wanted a friend to hug.

Tobias, Toby. *The Quitting Deal*. New York: Picture Puffin Books, 1975.

A mother tries to quit smoking and her daughter tries to stop sucking her thumb.

Tompert, Ann. *The Clever Princess*. Chapel Hill: Lollipop Power, Inc., 1977.

There was a princess whose name was Lorna. Her mother, the queen had died soon after Lorna's birth. The king loved his daughter very much but taking care of his kingdom kept him so busy that he had little time for her. The little princess contented herself with studying in the tower library or wandering about the palace and its grounds asking questions of all she met.

Viorst, Judith. *The Tenth Good Thing About Barney*. Toronto: McClelland and Stewart, 1975.

A child learns to accept the death of his cat.

____________, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Toronto: McClelland and Stewart, 1972.

A day in Alexander's life when nothing at all went right.

____________, *Rosie and Michael*. New York: Atheneum, 1974.

A lovely story about the meaning of friendship.

Waber, Bernard. *Ira Sleeps Over*. New York: Houghton Mifflin Co., 1975.

Ira is afraid to acknowledge to his friend that he sleeps with his teddybear.

Wolk, Darlene. Mrs. Poppy's Great Idea. Toronto: Kids Can Press, 1979.

A delightful old man organizes a community garden on a vacant piece of city land.

Wynne-Jones, Tim. Madeline and Ermadello. Hawkeville, Ontario: Before We Are Six, 1977.

The story of Madeline and her imaginary friend Ermadello.

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DEATH

A New Mother for Martha by Phyllis Green.

EXTENDED FAMILIES

Little Miss-Yes-Miss by Yvonne Singer.

FRIENDSHIP

Hug Me by Pattie Strem.

MULTI-CULTURAL

Little Miss Yes Miss by Yvonne Singer.

Come With Us by Judy McClard and Naomi Wall.

Kate by Jean Little.

Underground to Canada by Barbara Smucker.

POETRY

Coleen the Question Girl by Arlie Russell Hochschield.

SEX ROLE STEREOTYPING

The Girl Who Would Rather Climb Trees by Miriam Schlein.

STEPPARENTS

Now I Have a Stepparent by Janet Sinberg Stinson.

STRONG IMAGES FOR GIRLS AND WOMEN

Myra Builds a House by Beverley Allinson and Judith Lawrence.

Let's Take a Vote by Beveley Allinson and Judith Lawrence.

Maryon Makes Shapes by Beverley Allinson and Judith Lawrence.

Open Wide by Beverley Allinson and Judith Lawrence.

Doctor Mary's Animals by Beverley Allinson and Judith Lawrence.

The Lady of the Strawberries by Helen Chetin.

Ms. Beaver Travels East by Rosemary Allison.

The Girl Who Would Rather Climb Trees by Miriam Schlein.

UNDERSTANDING DIFFERENCES AMONG PEOPLE

The Green Harpy at the Corner Store by Rosemary Allison.

Madeline and Ermadello by Tim Wynne Jones.

Amy and the Cloud Basket by Ellen Pratt.

Kate by Jean Little.

Come With Us by Judy McClard and Naomi Wall.

Underground to Canada by Barbara Smucker.

WORKING WOMEN

Ellie Sells Fish by Beverley Allinson and Judith Lawrence.

Take One by Beverley Allinson and Judith Lawrence.

Ready for Take Off by Beverley Allinson and Judith Lawrence.

Hand and Glove by Beverley Allinson and Judith Lawrence.

Behind the Scenes by Beverley Allinson and Judith Lawrence.

Clowning Around by Beverley Allinson and Judith Lawrence.

Volume
2

Volume II

Confronting the Stereotypes

Grades 5 - 8

Manitoba
Education

VOLUME II

CONFRONTING THE STEREOTYPES

GRADES 5 - 8

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PREFACE

Confronting the Stereotypes Grades 5-8 is the revised edition of a two-volume series which surveys the extent to which sex, race and class bias can be found in commonly used learning materials in Manitoba. Confronting the Stereotypes Kindergarten to Grade 4 has also been revised. Copies of each will be distributed to Grades K-4 and 5-8 schools with additional copies available from

The Manitoba Text Book Bureau
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INTRODUCTION

This revised edition of Confronting the Stereotypes Grades 5-8 (Volume II) examines the learning materials approved for use in Manitoba schools. The analysis determines whether the learning materials present fair and accurate portrayals of society. Three types of bias are examined: sexism, racism, and class bias (elitism).

Sexism	- prejudice or discrimination based on the assumption that one sex is inherently superior to the other. Of particular concern is the incidence of bias against women within the texts.
Racism	- bias resulting from the belief that race is the primary determinant of human traits and capabilities, and that racial differences produce an inherent superiority or inferiority in a particular race. Of particular concern is the treatment of racial minorities.
Class bias or elitism	- prejudice or discrimination based upon characteristics of class (social-economic determinants). Of particular concern is the assumption that members of the working class who lack a high level of education or training and material success are less worthy members of society.

The present analysis indicates that although obvious efforts have been made to improve the images depicted in the learning materials, the examples of bias found in materials and noted in the previous publications of Confronting the Stereotypes are still prevalent.

Much of the material portrays Canadian society as predominantly made up of middle-class Anglo-Saxon families, who are economically comfortable; in these families, the fathers are the breadwinners and the mothers are primarily domestic "at home" people. Repeatedly, women are relegated to the background and their presence ignored. Although women appear in some non-traditional roles, more often they are somebody's mother or wife--inferring possession. On the other hand, boys and men are characterized in more active, aggressive and adventurous roles. Men, as fathers, often tend to be depicted as the parent involved with the child (usually a boy) in outdoor activities. Boys and girls are depicted as so well-mannered and well-behaved that they present little with which young readers can identify. The socio-economic, ethnic, and racial diversity of Canadian society are inadequately presented.

The learning materials do not adequately reflect these realities of Canadian life:

1. Approximately one-fifth of Canadian children are being raised by a single parent, yet this proportion is not represented in the texts.

2. Females, who comprise half of the population, are seriously under-represented and appear in a very limited number of traditional roles. Although forty-five percent of Canadian women are currently in the labour force, textbooks show scant recognition of this fact and seldom present young girls with realistic role models or methods of preparing for their future.

3. In many textbooks, Canada's cultural and ethnic mosaic is not readily apparent. Although only forty-five percent of Canadians are of Anglo-Saxon origin, stories of their culture and lifestyle predominate. Characters with French backgrounds and immigrants from other areas of the world are almost non-existent in texts. Canada's Native people receive slightly more recognition, but they are usually presented in traditional settings or in legends and myths. Few selections deal positively with modern Native people.

4. Similarly, little attention is paid to families living below the poverty level. Poverty appears to exist only in fables and legends where it can be remedied by the wave of a magic wand.

5. Urban and core area settings are very few. In the majority of the selections, rural areas and the far North dominate as settings.

6. The handicapped are also largely ignored in the materials.

If adequate and unbiased portrayals of Canadian society are to be offered, the learning materials will need to be supplemented.

A more balanced perspective on the role of women is needed. Females need to be shown in more non-traditional roles and as more active people.

Native people need to be shown in diverse settings and roles. More contemporary settings and more varied adult role models are needed, to reflect more realistically the development and achievements of native Indians in contemporary society. But all ethnic groups in Canada--not just native Indians--need some representation in texts. And when non-whites appear in illustrations, their features should be distinct rather than blurred beyond recognition.

The working class and poor also need more adequate representation. The poor should be more realistically portrayed and not consigned to the realm of fantasy and fairyland.

Family groupings should be more realistically presented to encompass the varied family structures in society today. And urban settings should be more prevalent to balance the abundant settings that depict the countryside and the far North.

Finally, the handicapped should be portrayed more often as active participants in life. The elderly, too, should be portrayed in a more positive light.

Taken singly, certain examples of bias identified in this report may strike some teachers as unimportant; but they should be reminded that classroom materials must fairly and accurately portray people of different sexes, races, and classes since children form attitudes and values as a result of cumulative experience. Although texts need not reflect all aspects of society exactly, all children should be able to recognize themselves in some selections and feel good about themselves in relation to society.

Despite the shortcomings of some of the approved texts for the 5-8 level, much is of value in them. Further, when biases are noted, they can often be used to help students look critically at what they read and hear. Imperative, too, is that sexual, racial, and class biases be confronted openly, examined critically and handled in such a way as to teach students respect for the rights and values of others.

This publication presents ways of confronting the biases which exist in many selections and suggests substitute or additional materials that can help all children to feel a part of the learning environment. The goal is not to pretend that all people are the same but to help teachers establish an environment in which all children can develop a positive sense of themselves and their community.

DO'S AND DON'TS FOR TEACHERS AND SCHOOLS*

Teacher awareness is the key to dealing with bias in the classroom. The suggestions presented here are intended to help teachers create a learning environment where students can participate fully, regardless of their sex, race, or economic backgrounds.

Teacher - Student Interaction

Don't excuse a certain behaviour in one sex and tolerate it in the other; for example, don't allow boys to fight, but discourage aggression in girls as "unladylike."

Don't teach different manners to boys and girls; for example, don't expect boys to open doors for girls or insist on "ladies first."

Do decide what is acceptable behaviour for all students and encourage them to be courteous and helpful.

Don't use sexist language such as "sissy," "tomboy," or "old maid."

Don't use "man" to mean "person" or "mankind" to mean "human kind."

Do check textbooks and other materials for biased content. Ensure that females are not portrayed merely as the possessions of males ("John's wife," "Peter's mom"). And check that girls and women are adequately and positively represented.

Don't divide the students in class on the basis of sex for group activities, line-ups, field trips, outings or sports equipment allocation.

Do use means such as the alphabetical order of names or spatial location in the classroom when it is necessary to divide the class into smaller groups.

Do encourage boys and girls to play together during recess, team sports and recreation periods and to work together on projects or science experiments. Encourage the development of friendships between boys and girls.

Don't assume that boys and girls will have different abilities or interests based on their sex.

Do encourage all students to use manipulative materials such as screwdrivers and hammers; encourage them to use sewing machines and to learn to cook basic foods.

Do let girls locate and run the projector, help the janitor, and set up the science corner; let boys clean tables, scrub sinks, help secretaries, and look after younger children. Make sure everyone is familiar with what each job entails.

Don't assume that people of different sexes, races, or ethnic groups have distinct inborn characteristics.

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*Portions adapted from Wendy Hurst, et al., Breaking the Mold: Lesson Aids to Explore Sex Roles K-7 (Vancouver: British Columbia Teachers' Federation, 1974).

Don't assume that everyone can "make it" just by trying harder.

Do encourage the understanding that our environment shapes our lives and that people cannot excel in any area without opportunities.

Don't assume that either sex or any racial group is innately passive or aggressive.

Do try to interact with the less demanding students. Encourage hesitant students to participate in activities.

Don't assume that children from lower-income families or children of recent immigrants to Canada are less intelligent than children from middle-class or established Canadian families.

Don't assume that a child from a minority background is culturally deprived.

Do provide equal opportunities for all children to maximize their potential.

Do provide accurate and complete explanations of the contributions of racial minorities, immigrants and the working-class to Canada's growth and development.

Do check to see that books and other classroom materials do not over-emphasize an Anglo-Saxon, middle-class way of life.

Don't assume that all families can afford the cost of gym clothes, field trips, or other extras.

Do try to have your school set up a special fund to assist low-income families who can't afford to pay for school activities.

Don't allow students to use derogatory terms in reference to a person of a different race, sex, or socio-economic group.

Do confront stereotypes or prejudicial attitudes when they arise.

Teacher Interaction

Don't always assign women teachers to the school "housekeeping" tasks.

Don't always assign men teachers to act in such supervisory capacities as chairing meetings or setting up audio-visual equipment.

Do encourage colleagues who are women or members of minority groups to apply for administrative positions, to head teachers' committees, or to be active in the M.T.S.

Do have an in-service on bias and its effects on the students. Encourage the establishment of affirmative action programs.

Do use non-sexist language in meetings, memos, and letters to parents.

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ENGLISH/LANGUAGE ARTS: ANALYSIS OF APPROVED LANGUAGE ARTS TEXTS

Introduction

As students pass through K-12 in English/Language Arts, they are exposed to a plethora of print and visual materials. Whether fictional or non-fictional, fantastic or realistic, these materials offer numerous role models and situations that will make lasting impressions on students. Vigorous efforts must therefore be made to ensure that people of different races, classes, and sexes receive equitable textual treatment.

Although some texts avoid sexist language, this problem remains in many and has the effect of excluding women or stereotyping them in particular roles. How language is used in English/Language Arts is particularly important and can influence how students perceive women. But even more generally, research agrees that sexist expression should be avoided:

> "Research shows that when the word man is used rather than human being, listeners or readers visualize men much more often than they do women."[1]
>
> "People in general are not all of the male gender, and the usage of generic 'man' and the vocabulary emanating from it tends to perpetuate the 'invisibility of women'."[2]

As well as sexist language, stereotyped images of females can also impart negative influence. For too long, such images from the pages of books have served as models for generations of girls and women, and additional materials that more adequately reflect women's reality are needed. In fact, whenever the diversity of the cultures, races, classes and ethnicities in Canadian society is slighted, additional clarifying materials should be introduced.

Many of the basal readers currently used in grades five to eight in Manitoba schools are analyzed on the following pages to advise teachers of the stereotypes that occur. Teachers can use this portion of the book in conjunction with teachers' editions of the basal readers. Books are arranged in alphabetical order by publisher and according to grade level within each series.

Immediately following are the questions and the rationale upon which the analysis is based:

1. What percentage of major characters are male and female?

   An equal distribution of male and female characters ought to exist in educational materials. The argument that boy-oriented material is necessary to counter the feminine atmosphere of our elementary schools and to help boys who have more reading difficulties is detrimental to female students. Girls as well as boys enjoy reading about active, adventurous characters, whatever their sex. To provide negative and inadequate female characters as role models for female students in order to benefit male pupils is an approach that cannot be supported by teachers working to provide equal educational opportunities for all students.[3]

---

[1] Quoted from the Language Arts Newsletter.

[2] Manju Sah and Cahterine Rancy, Guidelines for Non-sexist Writing (Canadian Advisory Council on the Status of Women, March 1984).

2. What percentage of the illustrations contain males, females, both sexes or neither sex?

   Children pay a great deal of attention to pictures in their books. If one sex is included in illustrations more often, students may assume that one sex is more important, more interesting and more valued than the other.

3. What adult role models are presented to boys and girls in basal readers?

   Boys and girls should be presented with a wide range of career options. While a multitude of role models exist in the community, the options presented in classroom materials are too often limited and defined by the sex of the characters.

4. Are a range of minority cultures and economic levels represented in reading materials?

   Canada is made up of many people representing a diversity of ethnic, racial, religious and economic groups. Children in our schools come from both poor and wealthy families. These differences should be reflected in the texts.

5. What specific examples of sexual stereotyping or negative images exist in basal readers?

   Examples of biased statements and stereotyping are first identified, followed by suggestions on how to deal with these. Books that provide a new outlook on the situation and offer an alternative to the stereotype are listed; these can be either read to the class or read by individuals. If, for example, the girls in a selection are extremely passive or fearful, a book containing strong and active girls is suggested.

A summary of the role models provided in the readers accompanies the review of the individual basal readers. This analysis focuses on the number of males and females that appear as main characters or in the illustrations,as well as on the number and range of occupations included in the readers.

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[3] Farquhar-Dunn and Burr, Sex Stereotypes in Elementary and Secondary Education (Los Angeles, California: Westside Women's Committee, n.d.), p. 8.

PUBLISHER:	Addison Wesley
SERIES:	Responding to Reading, Levels A and B
GRADE LEVEL:	7 and 8
SELECTIONS:	69
MALE:	32
FEMALE:	15
BOTH:	7
OTHER:	15

General Comments:

If this series is used, teachers should supplement it with stories dealing with these areas: women in non-traditional roles, Native people in contemporary settings, and people of various races and classes in today's society (for example, stories about immigration in the 1980's to supplement those about slaves and early twentieth-century immigration).

PUBLISHER: Addison Wesley
TEXT: Responding to Reading, Level A (1981)
GRADE LEVEL: 7
SELECTIONS: 31
MALE: 18
FEMALE: 5
BOTH: 6
OTHER: 2

Adult Role Models:

Male: horseman, R.C.M.P., father, trapper, postman, minister, sawmill manager, logger, prince, interviewer, kidnapper, businessman, doctor, hunter.

Female: mother, writer, teacher, housewife, grandmother, princess.

Race and Class:

Aside from a journal excerpt describing the evacuation of the Japanese, and a few selections about Indians, Métis, or Inuit, this book concentrates on Anglo-Saxon characters in middle-class settings. The selections involving Natives are in the form of legends or stories that took place more than a century ago, reinforcing traditional views of these groups of people. The story "Charles" (p. 164) has illustrations of people of various races, but the main character is white.

General Comments:

Racist or sexist language does not appear in this book. But more stories and illustrations focus on males than females. Adult female roles are very traditional, while adult male roles are more numerous and varied. If this book is used, it should be supplemented with more stories and poems involving females and people of different classes and races.

. "Maybe Later"

p. 6 Problem: The outstanding theme seems to be that beauty and popularity are more important than intelligence.

Suggestion: Students can be asked to rewrite the ending of the story.

Comment: Elizabeth's statement, "I'm not ready yet. I really mean it," sounds positive; that is, she is willing to allow herself to grow up at her own rate. The next few lines, however, show she has decided her mother is right. The change does not seem plausible given Elizabeth's personality.

. "30 Lbs. in 30 Days"

p. 17 Problem: The story reinforces the "macho" image of males.

Suggestion: Students can discuss in groups whether it is admirable to ignore parents or overpower friends, actions about which Harold fantasizes.

- "Confessions of a Toe-Hanger"

p. 40 Problem: The "Beat Your Background" poster conveys an idea that goes against the beliefs of multiculturalism.

Suggestion: Students can discuss how Fiona could have designed a poster that would suggest that immigrants' backgrounds are assets rather than obstacles to be overcome.

- "A Strange Encounter"

p. 94 Comment: Instead of the term "Eskimo," "Inuit" should be used.

- "Charles"

p. 167 Problem: Negative ideas about men and women are reinforced by a comment like this: "only the fact tht the baby had a cold kept me from going...." It seems that these parents cannot cope with an ill child, or that they are uninterested in their children's progress at school.

Suggestion: Teachers might suggest that P.T.A. meetings are for parents, not just mothers; the father easily could have babysat or could have gone to the meeting alone.

p. 168 Problem: Only the mother goes to the P.T.A. meetings.

Suggestion: Teachers can point out that the comments about the children in the household indicate that the father is babysitting.

- "The Ransom of Red Chief"

p. 243 Problem: The reference here is sexist: "screams, such as women emit when they see ghosts or caterpillars ...".

- "Zoo 2000"

p. 272 Problem: Again the reference is sexist: "Several women screamed hysterically ...".

Suggestion (for above two examples): Each statement in itself is not a problem, but when this type of stereotyping occurs over and over again, the idea is reinforced that women are easily frightened and are weak when faced with blood or unusual creatures. Students can be asked to comment on this stereotype.

PUBLISHER: Addison Wesley
TEXT: Responding to Reading, Level B (1981)
GRADE LEVEL: 8
SELECTIONS: 38
MALE: 14
FEMALE: 10
BOTH: 1
OTHER: 13

Adult Role Models:

Male: father, express company agent, head of tariff department, professor, accountant, bank manager, hunter, farmer, labourer, soldier, storekeeper, army officer, seaman, ship's captain, slave owner, Indian chief, miller, teacher, explorer, cafe-owner, computer systems designer, janitor, writer, tutor, foreman, prospector, animal trainer, spaceman.

Female: teacher, mother, stenographer, university student, college president, tutor, farmer's wife, grandmother.

Race and Class:

Most selections deal with white Anglo-Saxons, or at least the accompanying illustrations indicate this. Any stories dealing with Indians or the Inuit are either ancient legends or are set in the far north. There is no indication that many Natives of Canada live in the cities. Some selections discuss people in low-income brackets, but these are either set in the past or about old people living on insufficient pensions.

This book has several Canadian selections, of which most are legends.

General Comments:

Although stories about females are almost equal in number to stories about males, stereotyping is obvious. Almost thirty adult male roles appear in the stories to only seven adult female roles. The female college president is a character in a selection set in the year 3093. The other female roles are very traditional. If this book is used, the teacher should supplement it with stories, poems, and plays involving women in various roles. Further, supplementary selections should deal with history or modern times--enough futuristic stories are in the text.

. "Human Communication"

p. 2 Problem: Within this short excerpt, the terms "man" and "he" are used twelve times in places where "people," "men and women," or "humans" would have been much more appropriate.

Suggestion: Students can rewrite the excerpt, changing the masculine terminology. "Responses," the activity page, makes no reference to this problem, but the writer has used "human" and "people" in his/her suggestions.

- "Baseball Enriches Language"

  pp. 26-27 Comment: This writer uses "he" throughout most of the article which is acceptable because baseball is primarily a male sport. In these examples, though, "men" is unacceptable: "businessmen these days ..."; "And when a fellow checks with a colleague, doesn't he say he's 'touching base'?"; "a pitch is what a salesman aims at a customer...."

- "Miyax and the Wolves"

  p. 54 Problem: The term "Eskimo" is inaccurate.

  Suggestion: Teachers should point out that "Inuit" is a better term.

  p. 55 Comment: The beauty of the female is irrelevant to the story: "Miyax was a classic Eskimo beauty...." Seldom is the appearance of a male described.

- "The Hand"

  p. 74 Problem: This comment reinforces the stereotype that women live only to be married: "She had been pining away from the anguish of unrequited love until she married her Geron." This comment reinforces a marriage ideal which is unfair to both sexes: "Their love was an example ... he being big and strong as an animal and she being refined and discreet...."

  Suggestion: Students might be encouraged to offer their idea of a "perfect" marriage and to discuss whether such a thing exists. Teachers might point out the work required of both parties if a marriage is to be successful.

  p. 76 Problem: "Marie did her share of the common chores .... Geron, by himself, was able to take care of all that was necessary to keep the farm going."

  Suggestion: These statements almost contradict each other, since Marie's "common chores" must contribute to the farm.

- "Klondike Gold"

  pp. 217, 221 Comment: "Man or woman," "people," or "humans" should have been used in the first statement since both sexes are mentioned in the second: "only man could defy ..." and "where a man and woman had been buried."

p. 222 **Problem:** "She was a resiliant young woman ... now all her surface masculinity was shucked off as she flung herself hysterically upon Joppe's limp figure."

Suggestion: This statement indicates that bravery is a male-only trait, and that "femininity" comes through in hysteria. Teachers might point out that women can be feminine and resiliant.

- "Your Life in 2001"

p. 247 **Comment:** The "human race would starve because it was increasing ..." should be in place of "man would starve because he was increasing...."

- "C-Three"

p. 266 **Problem:** The mother in the story has decided to go back to school "for fun." This reinforces the idea that education is less important for women than men.

Suggestion: Students can consider how the family's life might change when the mother returns to school, as well as other possible reasons she might be going to university.

- "The Star Beast"

p. 348 **Comment:** Instead of "the farmer and his wife," a non-sexist reference like "the farming couple" should be used.

PUBLISHER: Collier Macmillan Canada
SERIES: Inquiry into Literature, Books 1 and 2
GRADE LEVEL: 7 and 8
SELECTIONS: 199
MALE: 82
FEMALE: 30
BOTH: 16
OTHER: 71

General Comments:

In both books, women are seriously under-represented, and adult male roles far outnumber adult female roles. In Book 1, the ratio of male to female stories is two to one; in Book 2, the situation is worse still, and the male to female ratio is four to one. Book 1 is also better than Book 2 in that it offers several more stories dealing with characters other than middle-class Anglo-Saxons. If this series is used, it is essential that supplementary materials accompany it.

PUBLISHER:	Collier Macmillan Canada
TEXT:	Inquiry into Literature 1 (1980)
GRADE LEVEL:	7
SELECTIONS:	87
MALE:	35
FEMALE:	16
BOTH:	11
OTHER:	23

Adult Role Models:

Male: missionary, knight, scientist, explorer, poet, father, grandfather, writer, lieutenant, R.C.M.P. officer, hockey player, clock repairman, engineer, airplane pilot, king, pulp-cutter, cabinet maker, farmer, foreman, librarian, fireman, businessman, tax collector, inventor, miller, Indian chief, sea captain, wizard, cobbler, carver, fisherman, clerk.

Female: mother, teacher, grandmother, ballet teacher, princess, queen.

Race and Class:

Several stories are about people other than white Anglo-Saxons. But the stories dealing with Indians or Inuits, whether legendary or contemporary, take place in the north or in small villages. Supplementary reference should be made to contemporary stories about Natives in cities so that students can discard the stereotype that all Indian and Inuit people live "up north."

General Comments:

Twice as many selections deal with males as with females. The numerous roles for adult males are greatly varied. Adult female roles are extremely traditional, and only six are discussed (though many stories include a "mother"). Supplementary stories and plays about women in more roles and in more non-traditional roles are needed.

This book is so disorganized that it is difficult to count or separate selections and activities. Everything runs together with no discernible beginning or end, and the activities are occasionally separated from the selections they are meant to accompany. Given that grade seven is the level where students are to learn more organizational skills, this book provides them with a very poor example. It is best used only as a supplement to another anthology; selections from it should be used, so students do not have to confront its disorganized whole.

. "The Many Faces of Curiosity"

pp. 2-5 Problem: A conflict is presented in this selection in that Anne has a concern that she might not be able to stay at Green Gables because she is not a boy. However, since most of this selection deals with the scenery, Anne's sense that a boy is preferred over a girl is never explained in reference to the whole story.

Suggestion: Teachers can do some research on Anne of Green Gables and then explain to the class why Marilla and Matthew initially want a boy and how Anne eventually performs the same duties as a boy would. Teachers can ask students if this selection could have been written describing just the scenery and Anne's curiosity with no mention of the boy versus girl conflict.

- "Maybe"

p. 6 Problem: "She's sittin' playin' piano, he's sittin' paying the bills," and "Betcha he reads; betcha she sews."

Suggestion: Although this song takes place many years ago when men and women did usually do these types of activities, students should be reminded that these are stereotypical roles, and that in today's society some women pay the bills and some men are "househusbands," while some men sew and some women do not.

- "Ogopogo and Nessie"

p. 7 Problem: "When white pioneers came to settle the area ..."

Suggestion: The author should have used the word "European" rather than "white."

Comment: Apart from the "witness" and the "scientists," none of whom are identified by gender, the people who sight Nessie and Ogopogo are all males. Likely, females have also sighted these monsters.

- "The Bully Asleep"

p. 17 Problem: The female is needlessly portrayed as foolish in the last stanza of the poem: " 'Stick him with pins!' muttered Roger. 'Ink down his neck!' said Jim. But Jane, tearful and foolish, wanted to comfort him."

Suggestion: This is a stereotypical approch to masculine and feminine mannerisms. The students can rewrite the last stanza and change the ending of the poem.

- "Shizuye Taskashima"

p. 35 Comment: This account of the internment of Shizuye Taskashima's father and brother appears without guidelines, activities or questions. This approach is likely used to arouse the students' reactions through the brainstorming technique. However, the slight introduction located at the bottom of page 35 is inappropriately placed: it should be on the same page as the account or on the page across from it, so that the connection is obvious.

- "Old Friends"

p. 40 Problem: This statement is inappropriate: "How terribly strange to be seventy."

Suggestion: This statement stereotypes the elderly. Growing old is a fact of life and people should learn to take the aging process in stride.

- "Knowing Anna"

p. 70 Problem: These statements have a harsh tone: "They said she was from one of those Baltic countries but no one seemed to know which one," and "Boy, could she fracture the English language!"

Suggestion: In reference to the first statement, the author might better have written, "She was from a Baltic country." The second statement is a cruel put-down. All people who are unfamiliar with English and whose mother-tongue is not English have difficulty with the language, just as English-speaking persons trying to converse in foreign languages have difficulty.

Comment: This is a refreshing story about Anna, a girl with a limp who lands a solo part in a ballet recital. During the process she develops a friendship.

- "Appointment with Love"

p. 77 Comment: Students should be taken beyond the questions at the end of the story and into a discussion about the stereotype of beauty. They can consider whether people are more attracted by the looks or behaviour of others (outer beauty versus inner beauty), and how people can break the habit of judging others by external features.

- "The Decision"

p. 121 Problem: Use of the word "even" indicates that it was unusual for Mother to help: "Everyone helped with the haying ... even Mother worked for a while when she took lemonade to the sweating men."

Suggestion: Students can discuss the role of women in farming.

- "Detached Scraps and Little Anecdotes"

p. 134 Comment: The tale about the geese is cruel, as is the one about the frozen head. These unnecessary selections are reminiscent of tasteless fairytales.

- "The Shipwreck - We Build Ourselves a Boat"

  p. 155 **Problem:** Throughout the excerpt, the author refers to his wife as "my wife," yet he tells us the names of his sons.

  Suggestion: Students can be asked why the author may have done this. They should be alert to this problem in other readings.

- "How the Raven Stole the Stars"

  p. 175 **Comment:** The term "white people" should be used in this phrase: "long before the white man was born...." And more generally, while the story is not supposed to be believed fully since it is a legend, it reinforces the idea that Indians were helpless in ancient times.

  p. 179 **Comment:** Using "illness" and "birth" in the same sentence indicates birth (and pregnancy) are sicknesses: "in the course of time, she fell ill and gave birth to a child."

- "A Matter of Character"

  p. 227 **Comment:** A strong female character is portrayed here.

- "H.B.C. Post"

  p. 268 **Problem:** The word "Eskimos" is used.

  Suggestion: Teachers should inform students that the acceptable term is "Inuit."

PUBLISHER: Collier Macmillan Canada
TEXT Inquiry into Literature 2 (1980)
GRADE LEVEL: 8
SELECTIONS: 112
MALE: 47
FEMALE: 12
BOTH: 5
OTHER: 48

Adult Role Models:

Male: sailor, ship's captain, dock worker, fire fighter, soldier, army Captain, quartermaster, teacher, veterinary surgeon, farmer, truck driver, school principal, painter, banker, fisherman, farm implement dealer, mayor, lawyer, judge, hunter, mining engineer, doctor, pilot, barber, revolutionary leader, professor, king, press officer, hockey player, explorer, horseman, lighthouse keeper, admiral, robber, antique dealer, dentist, helmsman, newspaperman, policeman, musician, fishmonger, school superintendent, salesman, inventor, historian, reporter, businessman, president of country, corporate president, naval officer.

Female: wife, farm labourer, farmer's wife, waitress, nurse, mother, servant, teacher, saleslady, typist.

Race and Class:

This book portrays Canada as a wholly Anglo-Saxon society. The only story about a black child takes place in Africa. The only story about an Inuit uses stereotypes. Only one positive story about an Indian child is included.

General Comments:

Although this book contains selections with literary value, it cannot be recommended as a text because it presents a distorted view of society. Women are seriously under-represented and, when they do appear, are portrayed in stereotypical ways that do not reflect their role in Canada today.

. "Tanka for Sophie McNab"

p. 6 Comment: This poem suggests that Jehovah's Witnesses are fair game for persecution: "Sophie ... rolls fat cigarettes and spits at Jehovah Witnesses."

. "Lancelot with Bicycle"

p. 55 Problem: This poem presents a girl's attraction to a boy in the "passive maiden and knight-in-shining-armour" tradition.

Suggestion: If this poem is to be taught at all, it should be in the context of a discussion of medieval chivalry. Students could research this tradition and discuss its applicability to relationships today.

- "Ko-ishia-mit and Son of Eagle"

pp. 79-80 Problem: Human sex-role stereotypes are applied to animals: "Mama Eagle roasted the salmon ...", and "Pash-nook ... always did what her husband asked of her cheerfully. She was always obedient to her husband."

Suggestion: Students should discuss the anthropomorphic qualities of these animals and the way human traits are stereotyped here.

- "Jane's Cottage"

pp. 93-99 Comment: This is a moving story about the hardships of a poor woman working as a farm labourer and sacrificing all of her dreams to help others. The setting is rural and in the past. The story should be followed by research projects on poverty in Canada to help the students appreciate the problems experienced by the poor, and especially by women.

- "The Plight of Ellen"

p. 124 Comment: Ellen's mother is working; yet her family is impoverished because of the absence of a man's wage: "If she had her daddy they would have their own house and she and Mama Jean could be together every day. But he died when she was a tiny baby." Students, who are beginning to think about career choices, should recognize the differences in wages between jobs traditionally held by men and those held by women.

- "Survival"

pp. 128-142 Problem: In the list of characters, Arvik is identified as "an Eskimo," while the other characters are identified by profession. Women are described as "the indispensible tool" to "keep your clothes and light the fires." People from tropical countries are called "the jungle boys."

Suggestion: Because of these offensive passages this story is not recommended for use, in spite of the information it provides about the survival skills of the Inuit.

- "The Amazing Spiderman"

pp. 163-164 Problem: Spiderman cartoons are based on sex role stereotypes. In this one, "the girl" is a former beauty queen.

Suggestion: Super-hero comics are a large part of the cultural world of most students, and the inclusion of this one provides an opportunity for students to analyze the stereotypes of villain, hero, maiden-in-distress, and witch.

- "EMB-140"

pp. 193-208 Problem: It is incredible that this mini-novel of seventeen chapters by a grade seven student has no women characters.

Suggestion: The students could rewrite Miles Kronby's plot outline, introducing a proportionate number of female characters and discussing the ways in which the introduction of these characters shapes the plot development.

- "The Pink Hat"

pp. 249-250 Problem: "Brooke rested her charmingly rounded chin in her palms ... 'You look lovely ... you look like an heiress or maybe a princess;'" and "Just think how your boss' head will turn when you walk in with it ... After twenty-five a girl's chances of marriage decrease greatly. After twenty-five a wonderful hat might avail her nothing ... She felt that something wonderful was going to happen; that by stepping out of her accustomed $4.95 groove she had completely altered the course of her life."

Suggestion: This story should be used only as an example of the traditional stereotype of women in literature and the movies. It illustrates the ideas that women are valued primarily for youth and beauty, that they must use youth and beauty to attract a man to support them, and that expensive clothes will transform a woman's life.

- "Rebecca in School"

p. 277 Problem: "Almost everyone subscribed to this preventative medicine except people like Mama and Papa who were immigrants and not as well-informed as natural-born Canadians."

Suggestion: Students can discuss the factors which may have prevented Mama and Papa from knowing about this medicine.

PUBLISHER: Ginn & Company
TITLE: Starting Points in Language
SELECTIONS: 383
MALE: 120
FEMALE: 22
BOTH: 123
NEITHER: 118

General Comments:

In this language series a white, Anglo-Saxon, middle-class bias is evident in tone, style and content. Ethnic minorities in Canada are almost ignored, and there is little acknowledgement that children often live in families with low incomes or in less than comfortable surroundings.

Women and girls are underrepresented; there are six times more males in the stories than females. Therefore, the writing, speaking, and discussion topics are narrow and will not relate to the lives of many students.

PUBLISHER: Ginn & Company
TITLE: Starting Points in Language A (1971)
SELECTIONS: 125
MALE: 25
FEMALE: 9
BOTH: 43
NEITHER: 48

Adult Role Models:

Male: police officer, construction worker, telephone repair person, paleontologist, gas station owner, mail sorter, fisher, army general, guard, king, prime minister.

Female: secretary, queen.

Race and Class:

There is some recognition of the multi-ethnic character of Canada, but much of it is biased.

General Comments:

All groups are underrepresented in this book except white, middle-class males. No attempt is made to confront problems of women and minorities or to discourage prejudice and intolerance towards others.

- "Starting Point"

pp. 3-4 Problem: Note the stereotyped pictures--boys play marbles and tug-of-war while girls skip.

Suggestion: Encourage students to explore and participate together in games that develop a number of different types of skills. Ask students to analyze the kinds of skills and muscles being developed during such activities.

Additional Reading: "To Become a Champion" in People Like Me.

- "Mostly Talking"

pp. 6 Problem: "Man's earliest playthings" is sexist terminology.

Suggestion: See the section on terminology.

pp. 9 Comment: As the pupils why boys' pants always have pockets, and girls' pants often don't. What do girls keep in their pockets? Would it be easier if all pants had them? The students could write a letter to a Winnipeg manufacturer asking why girls' clothing often is without pockets and explaining their views on the matter.

- "Mostly Writing"

pp. 11 Comment: Do not provide one set of questions for girls and another for boys.

Suggestion: If answers are verbal, ask a boy if he prefers cooking or sewing; ask a girl if she likes model planes or battery cars.

- "Presents"

pp. 19 Problem: The illustration shows a male, although the poem makes no reference to the character's sex.

Suggestion: Ask the students if the subject of the poem could be a girl. Encourage them to understand that these toys might be enjoyed by a girl or a boy.

- "Spice Cake"

pp. 71 Problem: Observe the stereotype in the joke: Mother is in the kitchen, father is reading.

Suggestion: Ask the students who should clean up the mess. Stress the importance of all of us taking responsibility for our own actions.

- "Mud"

pp. 72 Problem: The question relating to whether mother likes mud appears to be based on the assumption that mothers don't like dirt.

Suggestion: Ask the student if Polly Chase Boyden could be a mother.

- "Does the Kennel Fit the Dog?"

Problem: The pictures are stereotyped.

Suggestion: Have all students do some baking and some woodworking. If possible, have a father come and help with the cooking and a mother help with the woodworking. Encourage the pupils to see the value of learning to care for themselves.

- "What Do the Simple Folk Do?"

pp. 108 Problem: Under the feudal system the King and Queen are "nobless'ly obliged" because of the hard work the "simple folk" do to support them.

Suggestion: Ask the class how they feel about the attitudes of the King and Queen. Do they think they would be happy as slaves? Would anyone be happy as a slave?

Additional Reading: "Blight" in Cavalcades.

- "Mostly Talking"

pp. 181 Problem: The language in this book is traditional; i.e., "man" is used when "person" is a more appropriate word. The sentence "read to a ... classmate and ask him" could be stated in a better way.

Suggestion: See the section on terminology.

- "What's on Your Bookshelf?"

pp. 185 Comment: Throughout the book there are a number of good ideas for the students to discuss or develop. "A Book We Like Chart" is valuable. This pictures, however, are accompanied by male-dominated stories.

Suggestion: Encourage the students to broaden their perspectives and see persons not in terms of sex roles but in terms of individual abilities and interests. Discourage stereotyping. Have them do a project on famous women writers.

- "Rodeos"

pp. 216 Problem: All the cowhands are male.

Suggestion: Point out to the students that girls want to be in rodeos too. In Manitoba in 1977, girls protested that their exclusion from rodeo contests was discriminatory. The girls won the case and now compete in rodeos with boys.

PUBLISHER: Ginn & Company
TITLE: Starting Points in Language B (1973)
SELECTIONS: 146
MALE: 52
FEMALE: 6
BOTH: 45
NEITHER: 43

Adult Role Models:

Male: veterinarian, farmer, police chief, photographer, king, game warden, butcher, guide, sculptor, lumber cutter, prospector, fire fighter, police officer.

Female: mother, wife, princess.

Race and Class:

This book is almost entirely Anglo-Saxon and middle-class in character. There is no serious recognition of other groups.

General Comments:

This book omits from its presentation or seriously underrepresents the mass of Canadians: women, minorities, the poor. Therefore, it provides a narrow, limited view of the world.

- "Mostly Talking"

pp. 12 **Problem:** "Man's best friend."

Suggestion: Ask the students to describe how the phrase could be written to include females. See the section on terminology.

pp. 21 **Problem:** In children's readers dogs are usually male.

Suggestion: Ask the students to identify famous female dogs and heroic acts they have performed.

- "Here We Go"

pp. 28 **Problem:** The rich farmer had "horses ... cattle ... big house ... fine wife ... and children." These kinds of statements categorize women and children as property, like houses.

Suggestion: See the section on terminology.

- "The Old Wife and the Ghost"

pp. 30 **Comment:** Have you ever read a poem entitled "The Old Husband and ...?"

- "Where Do Our Words Come from?"

pp. 50 Comment: Use this opportunity to discuss changes in language brought about because of the women's movement. "Ms." is the counterpart of "Mr." There are no male counterparts to Miss and Mrs. Use of the terms chairperson or spokesperson show that both men and women can hold responsible positions in groups. Discuss the section on terminology with the students. Legislation ascribes to the idea that women are entitled to equal opportunities; language should reflect this attitude.

- "A Family Tree"

pp. 87 Problem: A family tree is fun to work out but may pose problems for students with single parents.

Suggestion: Provide another option to children, such as drawing a family tree for a famous family. Be supportive of children from one-parent families or those who do not know their relatives' names.

pp. 96 Problem: The questions ignore the feelings of Nipper's mother.

Suggestion: Ask the students how Nipper's mother feels about getting up and serving breakfast to Nipper and his father. Why doesn't Nipper's father get his own breakfast? Encourage the students to discuss the sharing of work in their homes and show that cooking is not "women's work."

- "Footprints in the Night"

pp. 108 Problem: There is no way to tell the sex of the person in the poem, yet the first of the questions that follow assumes that the character is male.

Suggestion: Encourage the students to see that the footprints could belong to a male or female.

- "Knights and Dragons"

pp. 116 Comment: The questions on chivalry seem to support rather than criticize the prevailing mythology surrounding feudalism, the prevailing tendency to romanticize the aristocracy. Although in general usage, chivalry has been synonymous with politeness and courtesy, it still retains something of its historical connotation of protecting the defenceless.

Additional Reading: Williams, The Silver Whistle.

PUBLISHER: Ginn & Company
TEXT: *Starting Points in Language* (Revised), B (1980)
GRADE LEVEL: 5
SELECTIONS: 141
MALE: 25
FEMALE: 5
BOTH: 6
OTHER: 105

Adult Role Models:

Male: mountain climber, veterinarian, ship's captain, pioneer, knight, teacher, window washer, detective, baseball coach, police chief, logger, king, soldier, park ranger, game warden, mammologist, film maker, researcher, marine biologist, zoo director, medicine man, bus driver, doctor, priest.

Female: mother, mechanic, queen, camera woman, singer, athlete.

Race and Class:

Other than the unit on ethnic celebrations, this book features middle-class Anglo-Saxon characters and values. Non-whites figure in very few of the illustrations. The unit on Native people deals entirely with the past.

General Comments:

This book is less representative of society than *Starting Points in Reading* is. Its short articles present a world that is almost completely masculine. Boys are illustrated three times as often as girls.

. "Carlo to the Rescue"

p. 21 Problem: "She had ninety-three people on board. Some of them were women and children, and there was even one tiny baby."

Suggestion: Students can be asked why women are mentioned as a special concern along with children. Teachers can explain that the idea of rescuing women first was based on chivalrous tradition and ask students whether they support this tradition.

p. 22 Problem: "A low murmer arose from the men on the shore."

Suggestion: Earlier "a crowd of people gathered on the shore." The exclusion of women reinforces the idea of their incompetence.

- "Life in Acadia"

p. 28 Comment: This passage ignores the presence of Native people in North America: "It was a quiet, undisturbed land. No explorers had set foot on its shores ... Then in 1904, they came ... Those with whom the new settlers traded were an unfamiliar people."

p. 31 Problem: Jeanne's looks are mentioned as her primary asset.

Suggestion: It is important to supplement stories like this with accounts of the real roles played by pioneer women.

p. 35 Problem: This excerpt from a nineteenth-century poem presents a nineteenth-century view of the sexes: "Fairest of all the maids was Evangeline. Noblest of all the youths was Gabriel."

Suggestion: In order to confront the stereotype that women's worth lies in their beauty and men's in their character, the class can discuss the character of Evangeline. By the end of her life, her nobility was certainly as significant as her beauty.

- "The Laziest Man"

p. 36 Comment: This tale is typical of almost all tales and jokes in that the characters are male, even though the story does not relate to something specifically masculine. Women are traditionally used only in jokes that poke fun at some stereotyped female trait--spending money, driving badly, gossipping. Students should consider whether an "expert professional lazy woman" could replace the lazy man in the story. They should also be encouraged to cast female characters in neutral situations in the stories they write.

- "The Case of the Blueberry Pies"

p. 68 Problem: "Fifteen boys enter a pie eating contest."

Suggestion: The class can decide whether girls might also enjoy a pie eating contest.

- "Vocabulary"

p. 77 Problem: Women are never mentioned in this evaluation of surnames based on men's occupations.

Suggestion: Teachers can explain that family names in the past came from men's names because our society was patriarchal and ask how many students bear either their mother's surnames or the names of both parents. Students can also research naming customs in matriarchal cultures, and in Russian and Spanish traditions that use the names of both parents.

- "Knights and Dragons"

pp. 100-102 Problem: This story is based on the tradition of women as helpless victims and men as rescuing heroes.

Suggestion: The class can discuss the elements of fantasy in this legend (the dragon, George's fearlessness and stupendous strength). They can then write an ending in which the princess herself finds a solution to her problem.

- "Vocabulary"

pp. 106-107 Comment: This discussion does not mention that the chivalric code of behaviour was for men alone. Students will be aware that vestiges of this code persist today in the expectations that boys will open doors or carry heavy articles.

Suggestion: Point out that the kinds of behaviour described in 2(c) are common courtesies expected of both sexes.

- "Family Life"

p. 109 Problem: "Suppose you were to write a story in which a clever dragon rescues a brave dragon princess from a fierce fight."

Suggestion: For balance, students might instead write about a dragon princess rescuing a dragon prince.

PUBLISHER: Ginn & Company
TEXT: Starting Points in Language, C (1980)
GRADE LEVEL: 5
SELECTIONS: 135
MALE: 23
FEMALE: 5
BOTH: 5
OTHER: 102

Adult Role Models:

Male: professional baseball player, baseball coach, waiter, professor, lighthouse keeper, doctor, construction company owner, aviator, Air Force captain, police sargeant, police deputy, astrophysicist, optical physicist, radio announcer, archaeology instructor, explorer, rancher, ranch-hand, toll bridge keeper, forest ranger, street merchant, farmer, television producer, provincial cabinet minister, scientist, astronaut, inventor, wild-life manager.

Female: mother, archaeologist, teacher, waitress.

Race and Class:

Non-white children are represented in a few of the drawings but in none of the photographs. Names in the stories are Anglo-Saxon, and the settings are ranches and lighthouses. There is little here with which an urban child of another ethnic group could identify.

General Comments:

In spite of the prominent pictures of girls playing baseball in the first pages of this book, women are under-represented on the whole. There are twice as many boys as girls in the illustrations, and of all the scientists referred to or consulted for opinions in the short articles, not one is female. The term "man" is used to refer both to males and to humanity as a whole.

. "Unidentified Flying Objects"

p. 68 Comment: The word "girl" is unnecessary here: "Many girl students at Hillsdale College...." The word "girl" should be used for females only in situations where the word "boy" is appropriate for males. Mentioning gender at all in this article suggests that women rarely attend college.

. "Origins of the Horse"

p. 113 Problem: Although not stated, women also used this bridge: "Just as prehistoric man used the bridge of the Bering Strait."

Suggestion: Obviously, women as well as men used this bridge, since North America was populated by prehistoric people. Students can be asked to imagine the trek from Europe by families.

- "From Blood Royal"

  p. 124 Problem: "That was the legacy of his blood--the gift of his Arab forefathers."

  Suggestion: The class should recognize that the term "forefathers" excludes the horse's female ancestors.

- "The Seven Stone"

  p. 136 Problem: This story reinforces the notion that the self-esteem of women is based on their appearance: "But instead of greeting her and telling her how pretty she looked in her blue dress with the white stars on the collar...." Further, it might be difficult for 1980's students to relate to a situation in which girls dress like this for school.

  Suggestion: Since both sexes feel pressure to conform to fashion, all students might be asked to offer examples of fashions that are "in" and "out."

- "Advertising: Ancient Market Place to Television"

  pp. 142-143 Problem: All of the farmers and vendors portrayed in this story are men, despite the fact that women are the primary workers in market gardens and markets in many countries.

  Suggestion: Students can research open markets in countries around the world to determine whether it is realistic to write a story in which all vendors are male. The special social restrictions facing women in some middle eastern countries can then be discussed.

- "Buck Rogers, 25th Century A.D."

  p. 170 Comment: This cartoon provides a fascinating insight into the way sex roles have evolved since 1929. The female astronaut is dressed in a mini-skirt, and her job seems to be to serve the men coffee. In the argument that follows, she is indifferent to scientific realities. The cartoonist may have made some accurate predictions about technology, but he was inaccurate in his predictions about people. Have the students research the actual facts about female astronauts like Sally Ride, or the Canadian astronaut, Roberta Bondar.

- "The City Under Ground"

  pp. 174-176 Comment: This story is based on the questionable premise that after a nuclear holocaust, society will be rebuilt as a technological utopia.

- "Who Can Replace a Man"

pp. 180-186 *Problem:* In this futuristic story, humanity is rapidly becoming extinct on earth because of malnutrition due to overpopulation. All human figures in the book are males. The term "man" is used throughout for "humanity."

Suggestion: Students might be asked to look for a second reason for the extinction of humanity: the fact that there are no women in this story.

PUBLISHER: Ginn & Company
SERIES: Starting Points in Reading, B1, B2, C1, C2, D, E
GRADE LEVEL: 5-8
SELECTIONS: 554
MALE: 209
FEMALE: 111
BOTH: 101
OTHER: 207

General Comments:

Representation of people from non-Anglo-Saxon backgrounds, or of those from poor and working class families, is inadequate. Portrayals of Natives tend to be historical; the life of a modern Native is never presented realistically.

An effort has been made to correct the male bias that existed in earlier editions of this series, but girls and women are still not equally represented. Some of the stories seem contrived to include girls, but the images portrayed are not positive. In all the books of the series, substantially more male than female occupational models are presented. The words "man ... he" are used throughout this series in reference to all people.

This series needs to be supplemented with material about women and racial or ethnic minorities.

PUBLISHER:	Ginn & Company
TEXT:	Starting Points in Reading (Revised), Level B, First Book (1981)
GRADE LEVEL:	5
SELECTIONS:	53
MALE:	12
FEMALE:	7
BOTH:	1
OTHER:	33

Adult Role Models:

Male: prince, soldier, officer, kennel assistant, pioneer, fur trader, bank robber, police sargeant, police chief, archaeologist, cook, artist, fisherman, farmer, ranch foreman, logger, dog-sled driver, knight, king, giant.

Female: dog trainer, kennel assistant, pioneer, witch, archaeologist, fisherman, dragon.

Race and Class:

This book contains a realistic story of Inuit life and a story of a Jamaican girl and her efforts to adapt to life in Canada. But all other characters are Anglo-Saxon, and the focus of the book is European medieval times.

General Comments:

Because of the unit on knighthood and the number of fairytales, stereotypical images of women are portrayed. There are three times as many illustrations of boys as of girls. While two of the stories attempt to present female protagonists in untraditional ways (one of them refers to a "liberated woman"), they in fact reinforce old stereotypes against independence for women.

- "Sung by the Pines of the Forest"

  pp. 50-51 Comment: This illustration reinforces the idea that men alone were pioneer farmers. It is unrealistic to portray a pioneer woman picking wild flowers and patting the horse while a man ploughs the fields.

- "A Pioneer Village"

  p. 63 Problem: "While the men worked, the wives cooked enormous meals."

  Suggestion: "Women" should be used instead of "wives" to parallel "men," since all women worked, not only married ones.

- "What Can You Do With a Word?"

p. 83 Problem: This story has adopted fairytale elements that express the traditional beliefs of our society: that women are waiting to be rescued by men, that women are objects to be won, that the most desirable women are fair-haired, that couples live happily ever after: "Out flew the Golden Bird. As soon as it was outside it turned into a girl with golden hair. 'You have set me free,' she said, 'Now you may have your heart's desire.' 'My heart's desire is you,' said Fred ... They climbed slowly and carefully down the hill together and went away to be happy."

Suggestion: This story should be taught as a fable so these beliefs are not reinforced. Once the common elements in fairytales are presented to students, they can find these elements here and in other tales. The point is to show students that these tales reflect the attitudes and traditions of medieval, not modern, society.

- "The Mathematical Princess"

pp. 89-102 Problem: This story conveys the idea that girls who are clever and excel in non-traditional fields like mathematics will forfeit their opportunities for love and marriage. The princess in the story loses her heart in developing her head.

It also reinforces the idea that for women the only thing that really brings satisfaction is a traditional marriage. All of the princess's accomplishments become meaningless to her: "She read a lot, but sometimes Clare could not concentrate on the pages because no one was clever enough to marry her."

Suggestion: These ideas should be confronted directly. Students can be asked why either women or men should have to choose between a career and a marriage and family and whether people are afraid of intelligent girls. They should be presented with material on women--from Marie Curie to Sally Ride--who have excelled in non-traditional fields.

- "The Wonderful Ox"

p. 159 Problem: The language excludes women: "Men going along [the road]...."

Suggestion: The class can be asked to look at this page for other examples of language that excludes females.

- "Knights and Dragons"

pp. 199-245 Comment: This unit about knighthood is entirely about males and reinforces the misconception that courage is a masculine trait. It should be supplemented with material about women and about other social classes in medieval times.

- "The Knights of the Silver Shield"

pp. 200-207 Comment: This story presents a positive role model for boys, showing that courage and honour are based on intelligence and loyalty, not simply physical force.

- "Today Kneecap, Tomorrow the World"

pp. 233-245 Problem: The central character of this play is called a "liberated" female dragon, but this idea is likely to be confusing to students because Cynthia shows the qualities of the negative female stereotype, particularly in her obsession with her looks: "Oh my, I see a little boy coming. Do I look all right? Are my scales shiny enough?"

The real conflict of the play is Cynthia's struggle to have humans understand dragons. The reference to women's rights simply trivializes feminism. The actual bias in the story is betrayed by the portrayal of Grindle's mother, who "was practically crying" when she got her car stuck in the snow.

Suggestion: Unless the class is mature and able to distinguish between the stated theme and the actual message, it would be best not to teach this play.

PUBLISHER: Ginn & Company
TEXT: Starting Points in Reading Revised, Level B, Second Book (1981)
GRADE LEVEL: 5
SELECTIONS: 57
MALE: 18
FEMALE: 9
BOTH: 3
OTHER: 30

Adult Role Models:

Male: poet, woodsman, log skinner, scholar, veterinarian, king, Roman soldier, farmer, mason, newspaper editor, scientist, actor, make-up man, doctor, anthropologist, quarryman, geologist, inventor, grandfather, game warden, hero, artist, Indian chief, hunter, police constable, police inspector, armed forces serviceman, police chief, police patrol sargeant, mayor's secretary, newspaper reporter, school principal, history professor.

Female: mother, queen, goddess, maiden, geologist, teacher, streetcar driver, school principal.

Race and Class:

This book does not reflect the diverse ethnic, racial and economic character of Canada, but instead portrays a middle-class Anglo-Saxon perception of life. Although most of the selections will appeal to urban, middle-class white students, lower-income, non-white students will not identify with the material. Although there is a Native section in the book, there are few stories about other racial groups.

General Comments:

Divided into sections, this book is poorly--and even patronizingly--organized. One section deals with bears, one with Indians, one with heroes, and one with female main characters; each section has a dash of ethnicity, a dash of female representation, a dash of this and that. Too many things appear to have been done for good measure.

The first six illustrations at the beginning of the book are problematical since gender cannot be ascribed to the faceless characters. The first illustration depicts either a boy or a girl playing hockey; the third illustration depicts either a boy or a girl writing on a cast, but the hands appear male; the fourth illustration depicts either a man or woman sewing, but again the hands appear male. Similar problems arise with the other illustrations, and if teachers do not discuss why these illustrations have attempted to be gender-free, students will likely apply stereotypical interpretations because of conditioning.

- "The Bears and I"

p. 30 **Problem:** These bears are described in terms of human stereotypes: "The middle cub was a bit daintier. She was much less clumsy than her brother, but none the less a tomboy."

Suggestion: Teachers can define the word "tomboy" and discuss its origin, with reference to the socialization process of males and females.

- "A Bundle of Bear"

p. 33 Problem: This statement reinforces the idea that females are naturally cut out to babysit: "She thinks they are the most unusual babies she is likely to look after."

Suggestion: Students can discuss the misconception that all females enjoy babysitting.

- "The Summer of the Moon Goddess"

p. 43 Problem: "He was hanging up the laundry. I could tell he was embarrassed."

Suggestion: Students should consider why a boy might be embarrassed to hang up laundry. If students agree that laundry is "women's work," then teachers might point out that some of this laundry belongs to Cal.

- "The Thing and Me"

p. 110 Comment: The author asks an interesting question: "Do you think she is a hero?"

- "The Legend of the Birch Tree"

p. 117 Problem: This statement reinforces the idea that women are subservient to men: "The stately evergreen Pine was king of the forest. To him every tree would bow her head."

Suggestion: Students should consider whether the head tree could be a queen.

p. 119 Problem: This statement reinforces the notion that females are vain about their appearance: "If you look closely today at the fair white bark of the Birch, you will find small, thin, brown scars--the price she paid for vanity so long ago."

Suggestion: Students can discuss the fairness of the Birch tree's punishment and delve deeper into the reasons why she was punished.

- "The Butterfly Tree"

p. 140 Comment: This refreshing story about two girls who do a science project on butterflies can be used to encourage girls to take a more active and positive approach towards science.

- "What Do I Want"

p. 149 Comment: Working from this positive poem about an Indian's being accepted for himself/herself, teachers can promote further tolerance through examining other minority groups and the conflicts that might arise between peoples.

- "Buffalo Jump"

p. 151 Problem: This statement falsely assumes that activities are gender-specific: "Alas, that was not for girls!"

Suggestion: Students can discuss whether certain activities are or are not for girls. An understanding should be reached that if girls and boys possess the necessary qualities, there is no such thing as "not for girls" and "not for boys."

Comment: This story about Little Fawn demonstrates how she partially overcomes the restrictions implicit in these statements: "She said she would find excitement in the tasks set aside for women," and "I hate being a girl." Without experience or training in hunting, she succeeds through her resourcefulness and compromise. Had she developed hunting skills earlier, her experience with hunting would have been more rewarding.

- "Chief Dan George"

p. 164 Problem: "We weren't allowed to speak Indian although the whole school was Indian. My father's name was George Sla-hoe, but the teachers couldn't pronounce that name so they made me go by George."

Suggestion: Students can consider how they would feel if they weren't allowed to speak their mother-tongue and if they had their name changed by strangers. The concepts of ethnocentrism and assimilation, and the rationale behind these concepts, can be introduced.

- "Wild Bird"

p. 172 Problem: "Sometimes, says my grandfather, strangers came to make sure he is taking care of me. If the room is not clean they will not let him keep me."

Suggestion: This statement refers to some type of child care agency such as Child and Family Services which is overseeing these people. Again, ethnocentrism is involved, given that one culture is imposing its standards on another. The value of love and caring in the home, over and above other criteria, can be examined. The adoption of Native children by Native and non-Native peoples can also be examined, in reference to the record of Child and Family Services (Winnipeg) and the Kimmelman Report. Students can examine their own feelings and opinions in written reports.

p. 173 *Problem:* "People are often angry with me, although they have never seen me before."

Suggestion: The concepts of discrimination, racism, and prejudice can be examined.

p. 180 *Problem:* This outrageous, racist statement is made by the teacher in the story: "The early settlers of our country were very brave," she said. "They were not afraid of the Indians, even though the Indians would attack them."

Suggestion: The question that needs to be addressed is *why* the Indians attacked.

p. 181 *Problem:* "Some of the bigger boys at school sing songs at me. They do not like me."

Suggestion: Students should be asked to consider the cruelty of the bigger boys who do not know this Indian child as a person.

p. 184 *Problem:* This statement reinforces the idea that "men are not to show emotion," "men are not to cry" and "men don't have feelings": "For the first time in all my days I am ashamed of my grandfather. He has told me no man in our tribe has ever cried. And now he cries."

Suggestion: Students can examine the boy's reaction and the stereotypes on which it is based.

Comment: This patronizing story does not do what it set out to do. While the way the child and grandfather outwit those who would scrutinize their situation by placing empty cans on the shelf may be amusing, it is nonetheless sad that they have to go to such lengths to stay together. And while there is a comparison between traditional and present life-styles, the conversation between the child and grandfather seems to go only one way, since the grandfather doesn't hear the child's questions a number of times. Further, the story seems unrealistic. The setting appears to be modern and urban, yet there are horses in the city. Realistically most elderly Native people do not raise their grandchildren in the city, but remain on the Reserve. This situation would be one in a million, as it is young people and parents who usually migrate to the city.

. "A Song of Greatness"

p. 188 *Comment:* This poem is about heroes, and the illustrations beside the poem depicts four males. Since "hero" as well as "heroine" can refer to females, the illustrator should have included at least one woman.

- "Name a Canadian Inventor"

  p. 198 Comment: All seven characters mentioned in this story seem to be male, including the six inventors; when initials are given instead of first names, readers assume the inventors are male given that masculine names are predominant in the text. Likely when some of these inventions were made, females did some of the work for which males got the credit or recognition; Eli Whitney and the Cotton Gin might be discussed in reference to this.

- "Driver Baker is One of a Kind"

  p. 193 Comment: This is a refreshing story which depicts a female, Sharyn Baker, in a non-traditional career. She is a successful street-car driver. But students should examine the origin and underlying concepts of the quoted phrase in this statement: "On the job, she's just 'one of the fellas.' " They might consider an alternative expression.

- "The Stuff of Heroes"

  p. 201 Comment: The assistance that Mr. Foster gives Johnny helps the boy establish a more realistic and positive image of heroism: "Of course, son, modesty is a virtue, but when it's carried too far - well, after all, it's only human to feel a little honest pride when we've done a brave act." Students can discuss the difficulty that many males have in accepting recognition or praise; although men may like what is being said, they often refuse to show any emotion and become extremely modest.

- "A Funeral for Constable Cameron"

  pp. 213-225 Comment: This is a good story about a young girl named Janice who is determined to succeed. She has an idea of the type of funeral the heroic Constable Cameron should have and she successfully pursues this idea with aggression and determination. More stories of this nature should be written.

- "Let's Celebrate"

  p. 236 Comment: This article about the various festivals that take place across Canada each year presents the various cultural contributions and helps promote racial tolerance. Students can research the various ethnic groups mentioned in this context.

PUBLISHER: Ginn & Company
TEXT: Starting Points in Reading Revised, Level C, First Book (1981)
GRADE LEVEL: 6
SELECTIONS: 48
MALE: 12
FEMALE: 7
BOTH: 4
OTHER: 25

Adult Role Models:

Male: baseball coach, baseball player, physical education director, umpire, father, baker, fisherman, thresher, farmer, outer space ruler, sailor, scientist, UFO researcher, university professor, radar operator, sargeant, inventor, soldier, archaeologist, priest, mason, blacksmith, construction worker, cowboy, doctor, riding coach, rancher.

Female: wife, mother, farm woman, realtor, archaeologist.

Race and Class:

Few selections depict children from ethnic or racial minorities. Although a token non-white child is generally in group illustrations, all major characters in stories about modern times are Anglo-Saxon and all are middle class. One selection describes the contribution of Dakota Indians to European settlers' survival, but two convey the old stereotypes of Native peoples as cruel, warlike, and in need of conversion.

General Comments:

An effort has been made to include some stories about girls, and these stories present positive models. But the ratio of stories about boys is still substantially higher, and there are twice as many boys in the illustrations as girls. The units on baseball and archaeology in particular need to be supplemented with material about women.

. "How Ball Games Began"

p. 25 Problem: It is not clear here whether the term "man" refers to males or to players: "Each man playing the field had his own position." And none of the contents or illustrations of the first two selections include women.

Suggestion: This is a good example with which to begin a discussion of the confusion that arises when male terms are used indiscriminately. Students should be asked if women were excluded from baseball in 1945, and then if the rules should have specified their exclusion. The exclusion of women from baseball must be commented on as an historic phenomena, so that students do not take it for granted as normal.

- "The First Home Run"

p. 31 Problem: "My dad was pleased and very proud, cheering and laughing with the crowd. But Mum was wondering what to do with a baseball star named Mary Lou!"

Suggestion: Students can be asked why the crowd considers Mary Lou's home run funny and why her mother considers it a problem. They might then be asked to consider the problems girls face in trying to excel in sports.

- "The Team's Decision"

pp. 36-54 Comment: This story provides an opportunity for the discussion of many issues regarding girls and team sports. Jean's case seems to show that "a woman has to be twice as good as a man to get half as far." Further, since these boys react negatively to having Jean on the team, it seems unfair that they are allowed to settle the issue with a vote. Hopefully, the admittance of someone from a racial minority would not be settled by a vote. This story shows girls, too, protesting Jean's membership on a boys' team. Students might be asked what reasons these girls have for objecting.

Besides researching the strides made by women in athletics recently, students could examine the barriers that still exist. They could, for example, monitor the media coverage given to women's sports compared to men's.

- "Birthday Present"

p. 142 Comment: It is unfortunate that a science fiction story based on imaginative ideas concerning technology uses earthbound stereotypes of human relationships and sex roles: "Out there among them was her Father, she knew, big and handsome in his uniform of blue and gold, doing this great thing called war."

- "Louisbourg"

p. 194 Problem: "The men who worked on the reconstruction had to learn the skills of the craftsmen who built the original fortress."

Suggestion: Teachers might point out that the reconstruction of Louisbourg is still underway, and that many women are involved in the project.

PUBLISHER: Ginn & Company
TEXT: *Starting Points in Reading* Revised, Level C, Second Book (1981)
GRADE LEVEL: 6
SELECTIONS: 150
MALE: 49
FEMALE: 27
BOTH: 45
OTHER: 61

Adult Role Models:

Male: apartment superintendent, father, doctor, farmer, storekeeper, banker, postman, salesman, parish priest, local leader of an anti-automobile association, snowmobile inventor, teacher, Franciscan Monk, mathematician-astronomer, author, astronomer, space prophet, woodcutter, pedlar, frisbee inventor, king, prime minister, hunter.

Female: grandmother, mother, teacher, doctor, queen.

Race and Class:

Not enough selections relate directly to working-class and poor children. Also, few selections have main characters from races or ethnic groups other than white, Anglo-Saxon.

General Comments:

The authors have tried to address the problem of bias in this edition, which contains a better distribution of male and female main characters than some texts. However, supplementary material about females, working-class families, and various ethnic groups is still necessary.

. "My Brother Stevie"

p. 16 **Problem:** This statement reinforces the stereotype that aggressive smart alecs are boys: "I wanted to tell her that that was the wrong thing to say, it would just make him do some fresh thing like make faces or tell jokes to get the kids laughing."

Suggestion: Students should consider whether most boys and girls do what they are told, and why boys and girls might behave the way they do.

p. 17 **Problem:** This statement implies that people who live in low rental housing projects do not have clean apartments: "He could see our apartment was clean and we lived in the project, and that's why he went away so soon."

Suggestion: Students can consider what type of people live in projects, and the various circumstances that lead them to these living accommodations.

p. 21 Problem: Although the washing machines in the building do not meet grandma's standard of cleanliness, they may still be reasonably clean: "Grandma won't use the washing machines in the building. She thinks they aren't clean enough."

Suggestion: This statement seems to imply that people in projects are not clean and are not interested in cleanliness. Students can visit a project, inspect the various facilities and talk to the Super; they will find that people who live in projects are a cross-section of society.

Comment: This story tends to be unrealistic. Although it is possible to find a grandma living in a project with her grandchildren, it is unlikely. Often a grandma lives with either a single-parent or two-parent family, either in a single-family dwelling or middle-class apartment. It appears that the story is tokenistic: the author had the right intent but did not research the possibilities of the setting. Students can research the number of grandmothers and grandchildren living together in projects.

. "The Row"

p. 25 Comment: This poem, describing an argument between a daughter and mother, helps reinforce the idea of the generation gap. It also reinforces the notion of violence to the extent that people argue and become emotional rather than sorting out their differences through calm discussion and debate. Students can be asked to suggest ways to prevent emotional explosions and arguments.

. "Freak Friday"

p. 28 Problem: This statement reinforces the notion that siblings do not get along: "My brother is ... I cannot begin to tell you how disgusting. It may not be a nice thing to say but, just between you and me, I loathe him."

Suggestion: Teachers can discuss with students how to have positive relationships with all people and how to deal with negative aspects of relationships. Students might be asked to consider how many people are perfect.

Comment: This story about a real girl, Annabel, is written in a humorous conversational style. Ellen Andrews is one of the few mothers in school texts who has a personality.

- "My Son's Hugs are a Private Affair"

pp. 47-48 Comment: This refreshing selection ecnourages boys to show their emotions by giving hugs. It also assists in breaking down the stereotype that boys should not show their feelings.

- "Eaton's Catalogue"

pp. 58-59 Comment: Students can consider whether the main character in this selection is a female or male.

- "Elbow Grease"

p. 65 Problem: This statement reinforces the idea that men tell rather than ask women to do things: "Go and tell your mother I want some hot water."

Suggestion: Teachers can point out that asking is often better than telling.

- "Sales Resistance"

pp. 71, 75 Problem: These statements reinforce the idea that rural and city people are prejudiced against each other: "That's the way to get these country hicks; you can talk them into buying the Parliament Buildings if you go about it the right way;" and "You can talk these city slickers into buying the Sahara Desert if you go about it the right way."

Suggestion: Students can be asked to look for the origins of the words hick and slicker. They can discuss why various people choose different lifestyles and what background or experience these people might have. Teachers can point out that urban people depend on rural people (i.e., farming--production of food); they can compare a specialized society to one that barters.

- "Dreams Come True"

pp. 136-138 Problem: This article is about people who made various predictions about a number of subjects. Of the fourteen people mentioned, thirteen are male and one is female.

Suggestion: Students may be asked if they have heard of other women who are famous for having made accurate predictions.

- "The Story Machine"

p. 144 Comment: This is a refreshing story about a young girl who re-programs a machine called "The Bard" for her male friend.

- "Dust-up at the Royal Disco"

p. 179 Comment: This is an amusing fairytale about a Royal Disco which is crooked. The Queen is innovative, intelligent and resourceful.

- "Trail of the Sandhill Stag"

p. 203 Comment: The main character in this story is a young man, Yan, who is trailing a stag in the sandhills. The name the author has chosen, "Yan," seems incompatible with the picture of the character on p. 203.

- "Journey to the Promised Land"

p. 226 Problem: Although a group of Russian immigrants have just arrived in Canada and are being processed through an immigration house, the mothers seem to have nothing else to do but worry about their children: "All the mothers were worried about their children."

Suggestion: Students can consider the excitement, enthusiasm and anxiety that one would feel when arriving in a new land.

p. 228 Problem: This statement implies that women are excluded from making important decisions: "Many fathers are going out every day to look at land and to decide where they will be living."

Suggestion: Students can discuss the probable inaccuracy of this statement.

- "Niseemis"

p. 236 Comment: This is a story about a competent, level-headed girl named Sally Cameron who saves her brother's life in a snowstorm. The illustrations in this story are of particular interest since these children speak Cree and are either Indian or Métis: Sally has golden hair and facial features which do not conform to those stereotypically assigned to Indians. Students should be informed that Indian and Métis people come in all different shapes, sizes and skin pigmentations.

PUBLISHER: Ginn & Company
TEXT: Starting Points in Reading, D (1981)
GRADE LEVEL: 7
SELECTIONS: 125
MALE: 57
FEMALE: 29
BOTH: 11
OTHER: 28

Adult Role Models:

Male: marine biologist, homesteader, grandfather, father, storekeeper, police chief, professor, fish trader, fisher, sailor, carpenter, explorer, priest, whaler, pirate, archaeologist, chemical engineer, criminal, police officer, computer operator, scholar, long distance runner, race announcer, running coach, mayor, ballet dancer, artist, airline pilot, magician, T.V. show host, hockey coach, hockey player, missionary, life guard, poet, writer, king, hunter, airplane mechanic, explorer, dock worker, airplane pilot, engineer, journalist, logger, lighthouse keeper, author, anthropologist, medicine man, Indian chief, doctor, sawmill employee, gym owner, strike group leader, soldier, ship's captain, sailor, steel worker, chaplain, ship's quarter master, buccaneer, monk, surveyor, miner, treasure hunter, hydrologist, civil engineer, postage stamp designer.

Female: mother, marine biologist, maiden, historian, medical researcher, missionary, swimmer, trapeze artist, ballet school principal, ballet school teacher, typist, typing instructor, medical doctor, teacher, aviator, air traffic controller, scientist, school principal, duchess, housekeeper, nun, hotel bellhop, restaurant owner, gold prospector, queen, postage stamp designer.

Race and Class:

This book has a number of stories about Indians, but few selections about other ethnic groups. More selections are also needed about the working class and poor. This book therefore requires the addition of supplementary material.

General Comments:

There are fifty-seven selections with male main characters and twenty-nine with female main characters. In addition, there are seventy occupations shown for men and twenty-six for women. Overall, however, this book seems to be more acceptable than previous ones in this series.

. "They May Not Like Us"

pp. 32-35 **Comment:** This story deals with racial discrimination and Holly's anxieties. Many of Holly's concerns are voiced but we do not find out any conclusions. Students can therefore examine the concept of prejudice and write various endings to this story.

. "The Tree Fort"

pp. 62-65 Comment: This selection demonstrates that people react positively to the handicapped, who can be included in many activities. In this story, a number of boys are concerned about their friend Willy. Willly is confined to a wheelchair and the problem is how to give him access to the tree fort. Willy's wheelchair is called a "chariot" in the story. Students can be asked where the term chariot originated and whether Willy uses this name for his wheelchair.

. "Mermaids and Manatees"

p. 90 Problem: These statements portray women as sex objects and reinforce the myth that men are lured by women and therefore destroyed: "They would allow the mermaids to lure them beneath the sea. There, of course, they would drown;" and "However, even to his love-starved men, who had endured the long journey to the new World...."

Suggestion: Although the men were probably "love-starved" as women were not allowed on ships in those days, these statements nonetheless tend to be sexist. If this story is taught, students should be asked to consider if men and women are fairly portrayed.

p. 91 Problem: "In reality, manatees are larger than the average woman."

Suggestion: That it is offensive to compare women to these mammals might be pointed out.

. "Taming the Language"

pp. 124-127 Comment: This story mentions seven men who were involved with the development of various dictionaries. Students might do research to discover if any females made contributions to the development of the dictionary.

. "Canadian Place Names"

pp. 129-131 Problem: The three illustrations in this selection portray seven animals, fifteen males, and three females.

Suggestion: The characters and illustrations attempt to depict lifestyles and occupations in various regions of Canada. Students might be asked to consider the extent to which females participate in and contribute to Canadian lifestyles.

- "Nancy Garapick"

  p. 139 Comment: In this refreshing biographical selection, the many athletic accomplishments of Canadian swimmer Nancy Garapick are profiled.

- "Cyclone Jack"

  p. 144 Comment: This is a play about Tom Longboat, nicknamed "Cyclone Jack," and his Boston Marathon run on April 19, 1907. The illustration depicts seven male characters and one female character who is a fan. Females are, then, under-represented in this play.

- "I am the Doctor; I Will Go"

  p. 189 Problem: "The people of Onion Lake, it seemed, were not ready to accept her as a real doctor. After all, she was a woman, wasn't she?"

  Suggestion: This is a story about Elizabeth Scott Matheson who became a doctor in the 1800's. Although Elizabeth is finally accepted by the community as a doctor, it is important to make note of the above quotation. Students might discuss whether current attitudes towards women in many professions have changed a great deal.

- "Don't Go Away from Where Joe Is"

  p. 194 Comment: Some black people find the term "tyke" offensive.

- "The Flight of the Friendship"

  p. 230 Comment: This is a refreshing and interesting story about Amelia Earhart's flight across the Atlantic Ocean.

- "The Funny Photo Contest"

  pp. 262-271 Comment: This story is set in two private schools that follow the British model, one being all female and the other being all male. Students might consider the rationale behind this concept and do research by contacting such schools as Balmoral Hall or St. John's Ravenscourt, located in Winnipeg. St. John's Ravenscourt became co-ed (from grade 10 up) about ten years ago. It is also interesting to note that although this story is supposed to be about girls and boys, the illustrations are predominantly male. Of the twelve illustrations, one is of a female, one is of both, and ten are of males.

- "How the Main John Got His Name"

p. 278 Problem: "And before anyone so much as blinks an eye, the Main John chews that log into toothpicks and spits them out in as neat a pile as ever any man had seen."

Suggestion: The author might have written instead, "as ever any person had seen."

p. 280 Problem: "Loggin is work for men."

Suggestion: The involvement of females in non-traditional occupations--in lumberjacking, in particular--can be explored.

Comment: This story overemphasizes the macho image of males and lumberjacks.

- "Pemmican and How to Make It"

p. 302 Problem: "When white people set out across North America, they needed a reliable supply of food that could easily be carried."

Suggestion: The author should have used the term "European" rather than the term "white."

- "The Wreck of the Coloma"

p. 360 Comment: In this refreshing story, Mrs. Minnie Paterson and Mrs. McKay rescue the crew members of the Coloma.

- "Little Dog's Secret Gold Reserve"

p. 417 Problem: "He also claimed he owned all of the wild horses in the region, for they had been there long before the white settlers came."

Suggestion: The author should have written "European settlers" rather than "white settlers."

- "Nellie Cashman, the Miner's Angel"

p. 420 Comment: This is a refreshing story about the adventures of Nellie Cashman, a determined and successful woman born in 1847.

PUBLISHER: Ginn & Company
TEXT: Starting Points in Reading, E (1981)
GRADE LEVEL: 8
SELECTIONS: 121
MALE: 61
FEMALE: 32
BOTH: 37
OTHER: 30

Adult Role Models:

Male: father, farmer, ship's captain, sailor, admiral, cook, lighthouse keeper, long distance runner, body builder, Pentag spy, taxi driver, highwayman, fisher, missionary, priest, director of marketing, king, medical doctor, reporter, architectural editor, fireman, detective, sargeant, police officer, jeweller, police inspector, knight, lord, nobleman, musician, author, painter, radio announcer, taxi dispatcher, jingle writer, director of advertising agency, scientist, journalist, zoo foreman, zoo director, Provincial Premier, Member of the Legislative Assembly, provincial Minister of Environment, research biologist, hockey coach, radio news announcer, seal hunter, Director of International Fund of Animal Welfare, dentist, soldier, bartender, thief, sportsman, night-watchman, grocer, letter carrier, baseball coach, chef, logger, boy scout leader, monk.

Female: factory seamstress, principal, mother, cook, medical doctor, author, poet, stenographer, airplane pilot, police magistrate, Member of Parliament, painter, athlete, senator, basketball player, figure skater, mayor, swimmer, alpine skiier, cabinet minister, CUPE President, Director of National Gallery, speedskater, pioneer, grandmother, queen, scientist, teacher, maid, secretary, actress, science fiction editor, factory worker, executive, painter, ballet dancer.

Race and Class:

Little recognition is given to ethnic minorities, with the exception of native Indians. Few selections present poor or working-class people.

General Comments:

There are thirty-five male main characters and thirty female main characters. However, the number of female main characters and role models is inflated because of a selection composed of short blurbs on female firsts in Canada. The almost exclusive use of Anglo-Saxon characters and the emphasis on males make this book unsuitable for use without additional materials.

- "The Cook's Wife"

p. 39 **Problem:** This is an unfair and sexist statement: "The principal hazards of the rough Atlantic crossing, so far as she was concerned, were smashed crockery and spilled soup."

Suggestion: Teachers might suggest that if the sea were rough, Sarah had other concerns besides the state of things in the galley.

Comment: The main character of this story is Sarah Farringon, but the selection is called "The Cook's Wife." Sarah might better be acknowledged in her own right.

- "Canadians to be Proud of"

  pp. 87-91 Comment: This excellent selection deals with thirty-one Canadian women who, from 1769-1977, accomplished many things.

- "Emily Howard Jennings Stowe: Pioneer Woman Doctor"

  pp. 93-102 Comment: This refreshing story describes the trials and tribulations of Emily Stowe in her efforts to become a doctor.

- "There was no Pain"

  p. 192 Problem: "The women's race was scheduled before the men's, as usual."

  Suggestion: Students can be asked to suggest why it was that the women's race was usually scheduled before the men's race.

- "Taking Everything in Her Stride"

  p. 197 Comment: This interesting selection discusses how Cheryl Kristiansen used determination to overcome her handicap.

- "Political Speech"

  p. 238 Problem: "(A gentle nudge here from the Chairman to get on with Miss Morrison's nomination.)"

  Suggestion: The word "chairperson" should be substituted for the word "chairman."

- "Women in Advertising"

  p. 355 Comment: This selection is highly recommended for discussion and in-depth study by the students. It expresses how and why women are stereotyped in advertising.

- Watching the Seal Hunt"

  pp. 387-390 Comment: This grim, sad story is about how seals are hunted.

- "Walkabout"

  p. 437 Problem: The term "bush boy" is inappropriate here: "The bush boy's attention shifted from her to Peter;" "The bush boy laughed with complete abandon."

Suggestion: Teachers might suggest that the author could have referred to this young Australian Aborigine by his name, by his tribe or in some other appropriate manner.

. "The Torn Invitation"

p. 439 Comment: This is a touching narrative about Harry Wojeck's feelings about his mother and his relationship to her. After reading this, students might examine their feelings about their parents, and whether these feelings are justified.

PUBLISHER: Gage Publishing
SERIES: Expressways
GRADE LEVEL: 5 and 6
SELECTIONS: 155
MALE: 70
FEMALE: 33
BOTH: 15
OTHER: 35

Race and Class

Positive material concerning racial and ethnic minorities appears in this series, although books must be appraised individually because the series is uneven in this regard. The bias of this series is towards middle-class attitudes.

General Comments:

Some material confronts the problems of racial and sexist stereotypes. However, most of the material deals with the experience of men and boys. *Pingo* is a positive exception.

PUBLISHER: Gage Publishing
Expressways
TEXT: *PINGO*, 1980
GRADE LEVEL: 5
SELECTIONS: 47
MALE: 16
FEMALE: 13
BOTH: 2
OTHER: 16

Adult Role Models:

Male: teacher, mayor, farmer, hunter, astronomer, emperor, archer, mule-train driver, cowboy, caretaker, tramp, prospector, circus manager, pioneer, pilot, explorer, totem carver, father, grandfather, aero-dynamics teacher.

Female: receptionist, laundry worker, homemaker, fruit merchant, pioneer, television show cook, mother, grandmother, curer of buffalo hides/pemmican maker.

Race and Class:

The predominant theme of this book is multi-culturalism, and about a third of the selections deal with groups other than Anglo-Saxons. Racial groups are well represented in the illustrations, and several stories deal with the problems of immigrant children in adjusting to the climate and customs of Canada. Three selections describe the contribution of the Native culture to life in Canada.

There is, however, middle-class bias. Two stories make reference to children living in poverty, but one of these takes place in Paris, and the other is told from the perspective of a middle-class child. All but two of the children portrayed come from two-parent families.

General Comments:

The fiction in this text portrays an even number of boys and girls. Nine of the twenty short stories have female protagonists, and most of these are positive models, although several girls succeed in spite of the fact that they are small and weak. About twice as many adult males as females appear in the stories. The prose selections--generally social studies articles--are exclusively about men.

Several stories present positive models of the elderly. One story deals with the skills of a deaf child.

. "Who is Marjorie McWhirten"

pp. 6-14 **Comment:** This story is about a determined girl who succeeds in pursuading the city to tackle pollution. Ethnic groups are well represented in pictures and names. Parents both work outside the home and share household work.

. "The Cree"

pp. 26-31 Comment: This selection includes a useful discussion of the skills and knowledge of the Cree and of the work of women. The difference between sex roles is carefully defined and students may be interested in discussing the reasons for this separation of labour.

. "How the Rooster Got His Crown"

pp. 32-35 Problem: This traditional legend from China presents an entirely male world.

Suggestion: Students can discuss the roots and purposes of legends and myths, and the elements of fantasy in this legend. They could play the role of wise advisors and add their suggestions to those of the "ten wise men", as an imaginative exercise.

. "Camels in British Columbia"

p. 48 Problem: "During the Cariboo Gold Rush, 20,000 men had travelled the trail. Each one of them hoped to find gold and make his fortune."

Suggestion: There were women in the North during the Gold Rush, which students can determine by reading a book like Pierre Burton's Klondike Years.

. "The Calgary Stampede"

p. 49 Problem: Both the picture and the article exclude women and girls. The language is limited to men: "cattlemen", "cowboys", "him."

Suggestion: Since 1977, women have been participating in rodeos. Students may be interested in finding information on other traditionally "masculine" sports in which women are beginning to participate.

. "Signs of Friendship"

p. 61 Comment: This story is a valuable resource for discussion of sex roles and of the prejudice against the handicapped that may result from ignorance. Melanie is a positive model of a girl who both plays with dolls and plays hockey. Students can consider why Sam has stopped playing with his doll. They can also consider whether the illustration of street hockey depicting ten boys and two girls depicts a typical scene, and whether separate sports for girls and boys is a good idea.

. "Joaby"

pp. 65-69 Comment: This story has been revised from earlier editions so that the exclusion of Joaby from the boys' social group is more clearly seen to be unreasonable and prejudicial. The story provides a valuable resource for a discussion of discrimination on the basis of race and social class.

. "The Family Under the Bridge"

pp. 73-79 Problem: This story presents a picture of the hardship of poverty, but is set in Paris in the 1950's.

Suggestion: Students should consider whether children live under these conditions today. It should be pointed out that even in Canada in the 1980's many children live in poverty with inadequate food, housing, and clothing. Since the mother in this family has a job, students should consider why the death of the father has been so devastating economically. It is important that children beginning to think about career choices recognize the wage disparity between jobs traditionally held by women and those held by men.

. "Pemmican by the Pound"

pp. 97-103 Problem: This story focusses on the jobs that pioneer women performed, which are too often ignored. It uses stereotypes, however; Mrs. MacDougall's thriftiness and weakness are emphasized, while her husband is described positively: "He stood there--tall, confident, and very much the head of the household."

Suggestion: Students might consider questions like these: why is the husband called the head of the household?; do households need heads?; what sort of organizations need bosses, and what sort can work by shared decision-making?

. "Napayuk Becomes a Man"

pp. 105-110 Comment: This is a valuable story discussing the coming-of-age of a young Inuit boy, and showing that one act of physical courage does not constitute maturity. It is important to balance a story like this with a selection about the maturing of girls. The expressions "becoming a man" or "be a man" tend to suggest the denial of characteristics like sensitivity and tenderness.

. "The Strange Grandmother"

pp. 112-118 Problem: Children may be confused by Mrs. Pollard's irrational behaviour in going into hiding. The story also implies that the problems she faces are entirely her responsibility, and will be solved by selfless volunteer service.

Suggestion: Students can consider the difficult adjustment faced by older women whose entire life has been limited to caring for their families. Society gives very little status or financial support to elderly women. Each student can write a poem about his or her mother or grandmother, using her first name and describing her with no reference to her household duties.

. "Mungo Martin: Totem Carver"

p. 144 Comment: Teachers can refer to the Introduction of this publication for brief information on native Indians.

. "The Last Day of September"

pp. 193-196 Problem: This story presents a stereotypical portrait of both boys and girls. The boys are faster runners; they are cruel, violent, and ridicule the girls. The girls and the adult women are frightened, passive and easily victimized.

Suggestion: The story invites discussion of how the two girls should react to the cruelty of the boys. The violence itself and the reasons for it should also be discussed. Students should respond to questions like these: are boys encouraged to be more active (and even violent) than girls?; are the students who get into trouble at school more often boys or girls?; what does television do to encourage boys to be more violent?

. "The Giant Squid"

pp. 203-208 Problem: The story describes the killing of a giant squid by two boys. Although the story is about adventure and courage, there is no critical perspective on their decision to kill this giant animal.

Suggestion: Students can consider whether the boys have a justifiable reason for killing the squid and whether it is accurately described as "a monster." They can research answers to questions like these: how long would it take a squid to grow to be six metres?; what is the population of squid in the ocean?

PUBLISHER:	Gage Publishing Expressways
TEXT:	Pokologan, 1980
GRADE LEVEL:	5
SELECTIONS:	37
MALE:	19
FEMALE:	6
BOTH:	2
OTHER:	10

Adult Role Models:

Male: fisher, school principal, father, hockey coach, amusement ride attendant, circus animal buyer, farmer, farmhand, sheepherder, valley owner, baron, cowboy, cook, ranch-hand, logger, inventor, farm manager, physical education teacher, trapper, ballet dancer, ski-jumper, singer, police officer, hunter, king, wise-man, lighthouse attendant, ship rescuer, doctor.

Female: teacher, mother, farm-woman, maid, ranch owner, zoologist, swimmer, figure skater, gymnast, witch or crazy woman.

Race and Class:

This book illustrates the racial and ethnic diversity of Canada, although characters are often presented in traditional rather than modern settings. Few selections describe poor or working-class families. For this reason, some children may have difficulty relating to the stories.

General Comments:

It appears that the authors of these stories have made an effort to cover all the right bases; however, their approach is mechanical, unrealistic, and unsubstantial. The majority of stories are about people challenged by the elements of nature, in rare situations. The book is male-oriented, with nineteen male main characters and six female main characters. Further, most animals and objects are referred to as male.

- "Ookpik a Lemming"
  "When you Read"
  "The Hare and the Tiger"

pp. 6-12 Problem: In these stories, most main characters are animals which have been given the male gender. Students can do research on animals and decide if any of these situations could have involved female animals. Students can also write their own stories, creating female characters.

- "The Fishermen"

pp. 13-16 Problem: The names of the boat and the main characters are masculine. The fierce competition amongst the fishermen portrays them as "macho men," each driven by his "male ego."

Suggestion: Students can discuss the "macho man" image and whether women ever attempt to portray a similar image.

- "The Rooster's Horns"
  "The Rat, the Ox, and the Zodiac"

pp. 16-23 Comment: Although legends make pleasant reading, those included here are too male-oriented. Students can write their own legends about characters of both sexes.

- "The Spider Web"

p. 25 Problem: This statement associates women and housework: "The Aldrich twins couldn't find anything but their mother's clothesline, so they brought it, fastened up inside their pant legs."

Suggestion: The author might better have written "the household clothesline."

Problem: Mr. Schultz must be the school principal since the children are afraid Miss Gillam might report them: "I couldn't believe that she would report us to Mr. Schultz."

Suggestion: In a school setting, a male is not always the sole authority figure. Students should be aware that many females hold administrative and important positions.

- Padgett's Pooch"

pp. 30-38 Problem: All the characters in this story are male. The names of the hockey teams, "The Little Kings" and "The Mighty Mites," reinforce the idea of masculine power and dominance.

Suggestion: Students can explore the role of females in sports and in hockey.

- "The Special One"

pp. 41-49 Comment: This refreshing story shows a young girl interacting with nature and interested in a squirrel named Toby.

- "Did I Order an Elephant"

p. 52 Problem: This statement implies that when female employees do favours for their bosses, they receive promotions: "My boss borrowed an elephant for the weekend, and soon after, I was promoted to a better job."

Suggestion: Students can discuss job opportunities for females and the concept of equal pay for equal work.

- "A Snake for a Pet"

pp. 53-57 Comment: This interesting story depicts a female whose active interest in nature leads her to handle a snake named Stretch. She also has an interest in pond-life animals and a number of house pets.

- "The Snowstorm"

p. 73 Problem: This reinforces the idea that males are always strong and capable of taking care of themselves: " 'Come on. We'll go look for him.' ... 'No you don't ... Erik can take care of himself and will come home as soon as it's possible to do so.'"

Suggestion: Students can debate whether these kinds of comments would be made if a woman were out in the storm.

Comment: This story is about a wealthy farm family who has two female maids and two male farmhands. Students should explore the possibility of role reversal concerning these occupations.

- "Mary and the Patriarch"

pp. 80-84 Comment: This exciting story with a heroine as the main character can lead students to discuss heroines in history and to write their own story with a heroine as the main character.

- "South-West Wind Esquire"

pp. 86-93 Comment: Students might rewrite this male-dominated story, adding some female characters.

- "Song of the Night Rider"

p. 98 Problem: " 'I'll change into riding togs and take a spell myself,' offered Aunt Bee; but the men wouldn't hear of that."

Suggestion: Students can discuss why Aunt Bee should or should not help with the cows, and why the men did not want her to help.

p. 103 Problem: This statement is sexist, reinforcing the idea that women are helpless: "They're dangerous, Boss! Take Jim and get behind the wagon! Ching and I will try to split them before they overrun us!"

Suggestion: Students should discuss why the men tell Aunt Bee to go behind the wagon and whether their caution indicates that they think her incompetent.

- "The Girl Who Was Mad About Giraffes"

p. 111 Problem: This is sexist: "Anne had signed her letter simply, 'A. Innis.' Mr. Matthew assumed that she was a man!"

Suggestion: The class should consider whether it is possible to have a female zoologist.

p. 111 Problem: "He was sorry, but there was simply no place on his farm where a girl could stay."

Suggestion: Students should discuss why Mr. Matthew does not want Anne to stay at the farm, and whether he might be accused of sexual discrimination.

p. 113 Problem: "Once a deadly snake reared its head to strike her and was killed by a farm worker just in time. But even that didn't stop Anne."

Suggestion: Since Anne is a zoologist by occupation, students should consider whether it is likely that this incident would trouble her.

- "Chris Holly--Goal"

p. 121 Problem: This statement reflects a negative attitude towards feminists: "Maybe McGuffin's wife's a feminist. She probably brainwashed him."

Suggestion: Students should explore the goals and objectives of feminists and the reasons why social attitudes need to be changed.

Comment: This is a worthwhile story about female athletes; too often texts concentrate on male athletes exclusively. Girls in school are still less fit and less active than boys and need this kind of support. The class can research the case in Ontario where a young girl was barred from playing league hockey.

- "To Become a Champion"

pp. 128-131 Comment: The positive image of women succeeding and becoming champions in a variety of sports will further encourage the participation of girls in fitness and sports-related activities.

- "The Canoe in the Rapids"

p. 134 Problem: "They trapped foxes, mink, beaver, and any furred creatures that would step into their traps."

Suggestion: Students should be made aware that this type of attitude towards wildlife and the environment is dangerous. They should research the food chain, the relationship of animals to the environment, and the concept of conservation.

- "The A End House"

p. 141 Problem: This story reflects a stereotype that too many school texts promote: that females have an unreasonable fear of such things as spiders, the unknown, and the dark. Boys, on the other hand, are rarely identified as being fearful.

Suggestion: Students should recognize that although some fears are irrational and destructive, others are justified. Students might analyze their own fears. One student might assume the role of a courageous girl helping a frightened boy, thus encouraging boys to express fear.

p. 147 Problem: These statements reinforce the stereotype that women are weak, fearful and lack courage: " 'I'm going into that house and I need a couple of men to come with me.' All the men pressed forward volunteering for the job."

Suggestion: Courageous acts by women should be introduced to counterbalance the image of the fearful, dependent, passive female.

- "Eskimo Boy"

p. 152 Problem: This statement reinforces the idea that males only provide for families and leaves the impression that females make no contribution in this area: "Ivik, young and without his full strength as yet, lacks the experience he needs to be the provider for his family."

Suggestion: Students can do research projects on a number of cultures, including the Inuit culture, and discuss the roles of individuals along with the purposes of each role.

p. 153 Problem: This statement reinforces the idea that males always possess strength and that the elderly are weak and feeble: "Ivik knows that Grandfather is grieving because he cannot fetch help, he who was always first man of his camp in the days of his strength."

Suggestion: Students might visit some elderly people and inquire as to their activities and interests. The class might discuss mandatory retirement legislation.

p. 154 Problem: "A mother is always able to work miracles."

Suggestion: Students should recognize that mothers, as well as fathers, are people, not gods; they have feelings and problems. Students should consider the obstacles that confront many mothers in homes where the sharing process does not exist. Boys and girls can role play a mother's tasks and voice their feelings.

p. 155 Problem: "That in turn reminds him how badly off they are without his father."

Suggestion: Students should recognize that it is usually a sad or difficult situation when there is only one parent in the family. The lifestyles of single-parent and two-parent families, along with those of extended families, should be explored. The pros and cons of belonging to the various socio-economic classes can be discussed.

p. 161 Problem: To have a number of dogs overwhelm a polar bear is a cruel and violent method of killing a bear: "They keep away from its jaws to keep their advantage in the fight, and there are too many of them for the bear to shake off."

Suggestion: Students can explore less violent and cruel methods that could be used to kill a bear.

- "How the Human People Got the First Fire"

p. 188 Problem: This statement reinforces the idea that only men are strong, brave and wise, implying that women do not have these qualities: " 'Let us call all the strong and brave men,' the wise men would say."

Suggestion: Students should consider whether both men and women are capable of showing strength, bravery, and wisdom.

- "My Mother Said Her Words"

p. 195 Problem: This is a sexist statement, implying that even when a mother is sick, her only concern is to get up and see what she can do around the house: " 'No, Mother, you mustn't,' said Judith. 'There's nothing that needs doing in the house, and Father can manage the light.' "

Suggestion: Students can consider whether mothers have one interest only, that being household chores. They can consider whether fathers should assist when household chores are necessary.

p. 195 Problem: This statement stereotypes girls as weak and fearful: "How could his young daughter possibly manage to struggle so far, alone and in the dark?"

Suggestion: Students can discuss why Judith should or should not go for Bamfield, and whether she is capable of handling this situation.

p. 195 Problem: This statement implies that females, no matter how young, are naturally suited to the occupation of nurse: " 'You're a fine nurse, Judith,' said her mother fondly."

Suggestion: Teachers can outline the requirements of the nursing profession so that students can determine whether both males and females could meet them. Students can do research to determine if there are male nurses.

Comment: On the whole, this refreshing story shows a young girl who, brave, strong and resourceful, succeeds in her mission. More stories with females depicted in this light should be available.

PUBLISHER: Gage Publishing
Expressways
TEXT: Handshakings, 1981
GRADE LEVEL: 6
SELECTIONS: 44
MALE: 25
FEMALE: 7
BOTH: 7
OTHER: 5

Adult Role Models:

Male: farmer, village elder, coachman, school bus driver, shepherd, hockey coach, violinist, high-steel worker, stone mason, pilot, environmentalist, doctor, cabinet minister, hunter, sailor, carpenter, sail-maker, soldier, administrator, inventor, prospector, lighthouse keeper, police officer, lumberjack, fire fighter, chef, veterinarian.

Female: farm-woman, housewife, food-gatherer, nurse, union organizer, teacher, farm laborer.

Race and Class:

The multi-cultural nature of Canada is fairly well represented in these selections: about a quarter of the people in the illustrations are non-white. But the book reflects a middle-class bias, and portrays only traditional two-parent families.

General Comments:

The greatest weakness of this text is that women are so poorly represented. The stories with female protagonists generally present positive images of girls, but women are invisible in most selections.

- "Great Horned MacOwl"

  pp. 6-13 Comment: Students need to recognize that as a fantasy this story makes deliberate use of stereotypes--applying stereotypical traits of Scottish people to a bird--for the sake of comedy.

- "The Mixed-Up Feet and the Silly Bridegroom"

  p. 25 Problem: The mother is advised to "marry off" her daughters.

  Suggestion: Students need to be familiar with the concept of women as property in history, and to discuss their feelings about arranged marriages.

- "The Feudal System"

pp. 56-57 Problem: This article discusses the positions of men at all levels of the social hierarchy in Medieval times, but makes no reference to women.

Suggestion: This is a short article to be used in forming outlines. Nevertheless, the exclusion of women should be noted by the students. Additional assignments could be given on the place of women in Medieval society.

- "And Now Miguel"

pp. 65-70 Problem: This story is an extreme example of the exclusion of women from this text. The story is about a Mexican boy facing difficulties with his identity. The boy describes seven of his relatives, all men.

Suggestion: Students can discuss how they imitate and resemble both of their parents.

- "Alley at the Back of Things"

pp. 71-83 Problem: This play, with three male characters and one female, is an illustration of the subtlety of sex-role stereotyping. The girl is "dear frail Mary Lou, little mother of the alley, rescuer and nurse" (p. 72). The three boys are the bully, the thief, and the dreamer. Each child's character is developed through his or her treatment of a captured butterfly. Mary Lou has a sentimental, smothering attachment to the butterfly; Butch, the bully, will kill it, and Robin, the dreamer, is the liberator who wants to free it.

Suggestion: Although this play contains valuable ideas, it would be extremely difficult to teach without reinforcing the stereotypes on which it is based. Because it is a play, children might experiment with changing the names and casting females in male parts and vice versa.

- "From the Stone Book"

pp. 104,106 Problem: "I hope the next one's a lad. I'm fed up with being a lad;" and "Lord Stanley doesn't like his maids to read."

Suggestion: Students can consider if "a lad" could do anything that Mary can't do for her father, and if Mary is fed up with doing work a boy would usually do. They can also consider why Lord Stanley is opposed to hiring maids who can read.

- "Island of the Blue Dolphins"

p. 110 Problem: "It is hard work, much of it a man's work."

Suggestion: This statement must be questioned in the light of Karana's strength and competence throughout the story. Students should know that women are competing in some sports (running, for example) at levels at which men competed twenty years ago. This suggests that the superior physical strength of men is to some degree a matter of superior muscle development through training.

Students can list on the board the work they define as "man's work." Each item can then be discussed to see whether in fact it is beyond the abilities of women.

- "Rescue at Devil's Gap"

pp. 140-143 Problem: The two male rescuers in this story are named, but the woman they rescue is not. She is referred to by such terms as "the helpless nurse" and "the poor woman."

Suggestion: The woman's endurance in hanging onto the ice for ten minutes needs to be emphasized. This story should be taught in conjunction with "The Rescue" (p. 153) in which a woman performs an act of heroism.

- "The Okapi Belt"

pp. 145, 151 Problem: Statements like these seem to imply that Pygmy societies are formed entirely of men and boys: "No man in the tribe owned anything ... It was simpler to move the tribe"; "Every Congo Pygmy boy eyes an okapi skin with longing as the sign of manhood--the badge of merit awarded by the old men of the tribe."

Suggestion: Students could research answers to questions like these: what household possessions do Pygmy women carry when the tribe moves?; what do girls and women contribute to the maintenance of the tribe?; what rituals mark a Pygmy girl's new stature as an adult?

- "Canada's Unforgettable Eddie Baker"

pp. 159-163 Problem: This is a good profile of the founder of the CNIB who overcame many of the limitations of his handicap, but it casts the sexes into limited roles.

Suggestion: Students should recognize that because this article was written fifteen years ago, it reflects ways of viewing men and women common at that time. For example, on page 160 a young woman is referred to as a "girl"; on page 161, "men made brooms and women sewed clothes"; on page 162, "mothers were taught to cook, sew, and care for their children."

- "Louis Hebert: Doctor Farmer"

pp. 176-177 Problem: "Many a young trader cast longing glances at the pretty Guillenette who was now 17"; "He could see his two daughters ... what a pretty picture they made."

Suggestion: The students need to be aware that the valuable work of cooking and teaching done by the girls is trivialized when they are dismissed as "pretty pictures." In particular, Guillenette's potential as a marriage partner receives undue attention.

- "Cariboo Gold Rush"

pp. 180-181 Comment: Students need to become sensitive to language which excludes females: "A man could become a millionaire"; "A gold rush meant 'every man for himself.'" The gold rush had an impact on women too.

PUBLISHER: Gage Publishing
Expressways
TEXT: Lobstick, 1981
GRADE LEVEL: 6
SELECTIONS: 25
MALE: 10
FEMALE: 7
BOTH: 4
OTHER: 4

Adult Role Models:

Male: furniture dealer, airplane pilot, writer, father, school porter, history professor, Father Superior, soldier, hockey coach, farmer, slave, slave master, overseer, boat dock hand, ship's captain, Colonel, privateer, airplaine navigator, British Colulmbia Forestry employee (fire observer), homesteader, farmer, fisher, stockman, chemist, car inventor, paint roller inventor, game inventor, railway sleeping car inventor, telephone inventor, frozen food inventor, water jacket inventor, scientist, steam foghorn inventor, snowblower inventor, spring skate inventor, table hockey inventor, horse coachman, doctor, prime minister, cabinet minister, postage stamp engraver.

Female: teacher, mother, farm mistress, slave, farm-wife, governess, assistant navigator, British Columbia Forestry employee (fire observer), housekeeper, inventor, maid.

General Comments:

The selections avoid negative biases, but fail to provide enough diversity. Female role models are featured eleven times compared to forty-one male role models. Urban poor and working-class families are under-represented. Ethnic groups and racial minorities are too often placed in traditional or historical settings, thus ignoring the role these people play in contemporary Canadian life.

This book should be supplemented with positive-image material about females and with stories about contemporary activities of ethnic groups and racial minorities. Urban poor and working-class families should also receive more attention.

. "Weldon the Weed"

p. 6 **Problem:** This statement reinforces the idea that males naturally possess physical strength: "And, when it came to feats of physical daring, he had nerves strong enough to moor an ocean-going liner in a thunderstorm."

Suggestion: The class can consider why it is that male strength is assumed.

p. 8 **Problem:** This statement implies that boys do not like to show their feelings and try instead to present a macho image: "... the surest way of needling Wheldon was to make him look a sissy in front of Jacqueline Johnson."

Suggestion: Students should consider whether it is fair to call a boy who shows his feelings a "sissy," since it takes courage for a boy to display emotion. They might also consider the origin of the word "sissy" and whether it is derived from "sister."

Problem: The language in this story is abusive and cruel as one of the main characters is a bully.

Suggestion: Students can examine the cruelty and insensitivity of Crawley, and how his behavior disrupts social relationships.

- "Felicia the Critic"

p. 18 Problem: This statement suggests that Marilyn is dieting as she has a need to become slender: " 'Marilyn,' their father began, 'you're not eating enough to keep an ant alive ... How long are you going to stay on this idiotic diet?' "

Suggestion: Students should consider why Marilyn wants to be thin, whether for health reasons or other.

Comment: More refreshing stories like this one--about a young girl who is intelligent, resourceful and assertive--should be available.

- "All Summer in a Day"

p. 32 Problem: This statement conveys the male assumption that females are or should be subservient: "Speak when you're spoken to."

Suggestion: This is a sexist statement, showing the condescending attitude boys can have towards girls. Students can role play to see how each feels when he or she is treated in this manner.

- "The Tinkling Vases"

p. 37 Problem: This statement reinforces the notion that females are bossy and have a motherly instinct: " 'You'd better get your practicing done, Emily, if you know what's good for you,' said Ellen briefly."

Suggestion: Students can consider whether Emily's sister has the right to tell her what to do or to interfere with her.

p. 39 Problem: This statement implies that the mother would talk (gossip), whereas the father would act: "What would her mother say? Worse, what would her father do?"

Suggestion: This statement should read as follows: "What would her mother and father do and say?" As is, it implies that only the father has the power to do something, while the mother can only verbalize. Students should consider whether parents generally share responsibilities in all aspects of raising children rather than assign differentiated tasks to each other.

p. 40 Problem: This comment reinforces the idea that females are cunning and deceitful: "Emily said nothing. After all, no one had asked her directly about the vases."

Suggestion: Students should consider why it is that Emily acts in this manner and what they would do in the same situation.

- "Herber's Boots"

pp. 42-47 Comment: This realistic story depicts a poor single-parent family. Some of the students will be able to relate to their own dilemmas.

- "History"

p. 75 Problem: Instead of words such as "nobleman", "churchman," and "craftsman," words such as "churchpeople," "craftsperson," or "craftswomen" could be used to make clear the part women play in a nation's development.

Suggestion: Students can examine the implications of word usage in this poem.

- "What is History"

pp. 76-80 Comment: A refreshing view is taken of the men and women who made contributions to Canadian history. In particular, this notion should be expressed in more history books: "But the history of our country is much more than what historians put in books. It is the story of all its people."

- "An Arctic Discovery"

pp. 81-83 Comment: This is an excellent approach since the story is written in the first person singular and the reader does not know if the airplane pilot is a male or female. However, the illustration depicts the pilot as a man, which is unnecessary since there is no mention of gender in the story.

- "Le Tresor Cache"

pp. 85-95 Problem: In this interesting adventure story, the main characters are all male; the one female character, the mother, has a very minute role.

Suggestion: Students can consider ways in which the author could have included more female characters, basing their suggestions on other adventure stories that feature women.

- "Zebulon's Black Box"

p. 98 *Problem:* This statement undermines female ability: "Martha often heard other Loyalists say that it was amazing the way a woman had taken over the Vanneck farm."

Suggestion: Students can consider if it is any more amazing for a woman than a man to run a farm well. They can do some research on the Canadian Farm-Woman's Association; Heather Bishop might be invited to sing and speak as she is an active member of this association.

p. 99 *Problem:* The following statement reinforces the stereotype of the "old maid" or the "mean spinster aunt": "Aunt Abigail came with us, even if she is kind of strict." Also promoted are the questionable ideas that *every* woman wants to be married and that a woman must somehow "get" or "catch" a husband. Martha says this to her older brother: "Well, at least you know how to read. Aunt Abigail says I'm not to learn. She says that most of the young men can't read and they won't want me for a wife if I can." Her brother responds: "Well, Aunt Abigail can't read and *she* didn't get a husband."

Suggestion: Students can consider why people are sometimes strict with children and if Aunt Abigail is any stricter than anyone else caring for children. They can also explore the choices that individuals are making in today's society in reference to marriage, children, and careers; the many myths related to this topic may be discussed.

Comment: Interestingly, the story ends positively as both Abigail and her niece, Martha, learn to read because they want to learn, not just to make them more desirable.

- "Ferry to Freedom"

p. 105 *Problem:* This statement portrays a violent image: "He could see his father nailed by the ear to a board while being lashed by a brutal overseer."

Suggestion: Students should consider questions like these: why were people so cruel to other people?; what was the rationale for slavery?; how does South Africa in 1985 compare to the United States in 1830?

p. 105 Problem: "He could still recall the fury in his master's eyes when he caught Josiah trying to learn to read. A slave could be beaten and put in jail even for possessing a book."

Suggestion: Students should examine the subject of racism; they can consider why it was a crime for a slave to read, and how they would feel if treated in this manner.

p. 108 Problem: Women or wives are treated like chattels, subservient to their husbands: "Just go, quickly. My husband would not like this."

Suggestion: Students can examine supplementry materials to review the legal and moral aspects of marriage.

Comment: Although this is a historical story, it portrays injustices that continue today. The black people's socioeconomic position in the 1980's in the United States is not wholly unlike the position they held in 1830. And while black slaves saw Canada as a land of opportunity and freedom, certain Canadian Indian tribes had slaves; at the same time it must be noted, however, that the Canadian Government treated Indians in much the same way as the American Government treated black slaves. And discrimination against Indians continues in the 1980's, as a review of restrictions in the Indian Act shows.

Note: For materials on Indian tribes who practiced slavery, contact Bruce Sealey, Faculty of Education, University of Manitoba.

- "Heroine of Lunenburg"

p. 114 Problem: This statement is a blatant outburst of prejudice: " 'She's a black slave, that's what she is, and she's no business in the parlor,' retorted the woman."

Suggestion: Students can be asked to relate this point of view to the "back of the bus," "white only washrooms/restaurants" situation in the United States before the 1960's, as well as to Hitler's treatment of Jewish people pre-World War II.

Comment: The students can explore some Black Nova Scotian history, researching the history of the communities of Africville (demolished in the 1970's), North Preston, East Preston and Cherrybrook. This story depicts a young black woman who possesses courage, loyalty, honesty and strength. Students can be asked if the people of any ethnic group do not possess these or other positive qualities. Teachers might discuss the concepts of tolerance and stereotyping, with reference to the book Blacks in Canada, by Robin Winks.

- "Joyce's Sleeper"

p. 123 Problem: This statement implies that females innately lack mechanical and spatial abilities: "At first, Joyce had not been able to understand how anyone could read the charts, ..."

Suggestion: Students can examine how the sexes are socialized into developing certain skills.

p. 125 Problem: This statement implies that females are right to rely on male judgment: "She could trust his judgment."

Suggestion: Although in this case Joyce probably can trust Bob's judgment, as he is her brother, females should not trust male judgment blindly and unquestionably. Females themselves have the capacity to make judgments and be trusted in these judgments. Students should explore this issue.

p. 126 Problem: This statement implies that a show of female intelligence is surprising: "Joyce was picking up the terms quickly."

Suggestion: Students should consider whether there is any reason why Joyce should not pick up the terms quickly, given that she has as much mental capacity, intelligence and potential as a male.

p. 127 Problem: This statement promotes the stereotype of female guilt: "She would feel terrible if she were wrong."

Suggestion: Students can respond to questions like these: why should Joyce feel terrible if she is wrong?; don't males make mistakes sometimes?; should females lack confidence and feel guilty about their imperfections?

Comment: This story depicts a female who is capable of learning a so-called "man's trade." Students can research the subject of female aviators and forestry employees. Teachers can discuss more generally the entry of females into non-traditional occupations.

- "A Hard Winter"

pp. 134-137 Comment: This story, about how a family from Texas struggles to adjust to a cold Alberta winter, can lead to broader discussion of the adjustment troubles many have as they face the Canadian climate. Just the difference from Winnipeg to Vancouver is notable, affecting such things as clothing and snow tires.

- "The Big Wave"

p. 143 **Problem:** This statement implies that wives are always subservient to their husbands: "The kino's father said to his wife: 'Heat a little rice soup for kino and put some ginger in it....' "

Suggestion: The author might better have written something like "kino's father asked his wife." Some respect should be expressed. Students can respond to this issue.

- "Ajax, the Golden Dog"

p. 152 **Problem:** "Actually I had had Ajax for only two days when my father decided that it would be safe to begin the trek home."

Suggestion: Students might be asked to consider whether women contribute to the decision-making processes of a family.

- "Earthquake"

pp. 158-164 **Comment:** This story about the disaster in Anchorage, Alaska, caused by an earthquake can spark discussion focussed on natural disasters and the feelings of those devastated by such events. The impact on the environment of air pollution or space experiments might also be examined.

- "Canadian Firsts"

p. 182 **Comment:** This selection contains brief statements about inventive Canadians. Of the fifteen articles, one is not gender-specific, one refers to a female, and thirteen refer to males.

- "Days to Remember"

p. 184 **Comment:** This educational article points out that Canadians, who come from all over the world, celebrate various ethnic holidays. The rationale for twenty different celebrations is presented.

- "The Last of the Great Picnics"

p. 190 **Problem:** This statement reinforces the idea that females are meek and mild and have no interest in aggression: "He had never realized that his sister had such thirst for combat."

Suggestion: Students presented with a number of situations can use brainstorming techniques in order to describe various ways people might react. The result may show that both males and females often react in the same manner.

Comment: The notion that females are subservient to males is presented here. Students might be reminded that although Janet is impressed with the way David fought, he has probably had a lot more practice at fighting than she.

p. 191 Problem: This statement reinforces an inflated image of masculine heroics: "The horses were plunging as David jumped forward and dragged Janet clear of a heavy wheel."

Suggestion: Students might consider whether males typically respond to crises in heroic fashion.

p. 192 Problem: Joshua makes this statement to Janet after her ordeal: "Have a good cry. It will do you good."

Suggestion: Students should consider whether Joshua would have made this same comment to David.

p. 192 Problem: This is a sexist statement: "Bless my soul, I was so frightened when I saw the poor little thing lying there in the road."

Suggestion: Students should recognize that to refer to a little girl as a "little thing," as if she were an animal or a piece of property, is offensive.

p. 193 Problem: "Usually old men were shrunken and feeble, with high piping voices, or else they were stolid and silent, peering at you from behind ramparts of white whiskers."

Suggestion: Although the next line in the story corrects this image in reference to a particular old man, it is necessary to discuss with students the idea of stereotyping the elderly. Stereotyping of different ethnic groups could be discussed as a follow-up.

p. 196 Problem: This is a sexist statement, reinforcing the idea that females are timid and insecure: "David was sure that Janet would hide behind him in panic, but she surprised him."

Suggestion: Students can consider if it is true that females tend to be emotional and to "panic," whereas males tend to keep their composure at all costs.

- "Painting in Canada"

p. 201 Problem: This is a racist statement: "When white people came to Canada, they, too, had many ideas and feelings to express."

Suggestion: The author should have written, "When European people came to Canada," or "When various ethnic groups came to Canada." The teacher should define the word "ethnic" and explain why the statement in the book is racist.

Comment: Of the six Canadian painters mentioned, three are female and three are male. This presentation is balanced.

- "The Picture Stamps of Canada"

pp. 208-214 Comment: Of the fifty stamps in this article, thirty depict scenery or animals, nine depict males, six depict females and five depict males and females together.

- "Mrs. Rachel Lynde is Properly Horrified"

p. 216 Comment: This qualifies as a sexist statement as it reinforces the idea that females are good: "A severe and unreasonable attack of grippe had confined that good lady to her house ever since the occasion of her last visit to Green Gables."

p. 218 Problem: This statement is sexist: "She's a real bright little thing."

Suggestion: Students should be asked to react to this objectifying reference to a girl as a "little thing."

p. 218 Problem: This reinforces the stereotype that females have no substance and are not people: " 'Well, they didn't pick you for your looks, that's sure and certain,' was Mrs. Rachel's emphatic comment."

Suggestion: Students should consider if it is true that females must look good and dress well in order to be noticed.

Teachers might make reference to obesity, anorexia nervosa and some of the tortures and exercises that females put themselves through. They might raise questions like these: do you think females want to look good for themselves or for the opposite sex?; does a married woman feel she must maintain her appearance in order to hang on to her husband?; is her appearance all a female contributes to a relationship?

PUBLISHER: Nelson Canada
SERIES: Contexts*
GRADE LEVEL: 7 and 8
SELECTIONS: 306
MALE: 86
FEMALE: 58
BOTH: 39
OTHER: 123

General Comments:

The difference between how and how many males and females are portrayed is not as great as in many older series. The plays, however, tend to be male-oriented. The second anthology (grade eight) has more contemporary selections about other races and cultures than the first. Both have some selections dealing with handicapped people. There is an overemphasis on witches in both series.

*Contexts One and Two only are discussed in this presentation.

PUBLISHER: Nelson Canada
TEXT: Contexts: Anthology One (1981)
GRADE LEVEL: 7
SELECTIONS: 100
MALE: 34
FEMALE: 22
BOTH: 6
OTHER: 38

Adult Role Models:

Male: hockey player, chemistry teacher, college English teacher, dishwasher, saxophone player, farmer, tribal chief, slave, soldier, racing car driver, city parks worker, hockey team manager, father, referee, hockey coach, horseriding trainer, sailor, ship's captain, mountain climber, army man, airman, Greek god, astronaut, secret agent, doctor, hangman, thief, Spanish nobleman, pirate, fisher, cook, headmaster, airline pilot, scientist, doctor, author, wolfer, trader.

Female: mother, biochemist, minister's wife, kayaker, gardener, witch/magician, cook's wife, captain's wife, nurse, cook, business woman, band instructor, musical artist, teacher, ballerina.

Race and Class:

Very few stories deal with people of non-white races. Some stories deal with Indians, however, but most of these take place many years ago, reinforcing students' ideas of traditional lifestyles and giving few examples of modern lifestyles. Although stories deal mainly with whites, different social classes are presented.

General Comments:

The number of stories with males and females is roughly equal. Illustrations, however, favour males to females, two to one. Sex bias is not overt, but adult role models are definitely more varied and numerous for males than females.

. "The Hockey Sweater"

pp. 3-5 **Problem:** It may be that the French-English issue is dealt with in such a light manner that its seriousness is slighted.

Suggestion: Students should voice prejudices they may have, and then discuss how to overcome these. Canada's--and Manitoba's--future is going to be greatly affected by the feelings students have about the language issue.

. "The Trouble with Friends"

pp. 6-13 **Comment:** The concerns of adoptive children are well expressed.

Suggestion: Students might discuss cross-cultural adoptions, especially the Indian-white issue that has been the focus of government debate.

. "Slave of the Haida"

pp. 33-40 Problem: The image of savagery among Indian tribes tends to be reinforced.

Suggestion: Students should consider whether what is cruel in the eyes of one culture may be necessary for the survival of another. They should note the time in history that the story takes place, and find some recent information on Haida lifestyles, perhaps looking particularly for examples of their gentleness.

p. 39 Problem: The author has placed "old men" and "women" together making it seem as if only the men work or get involved in the activity of the tribe: "'Where are all the men?' Kim-ta asked, looking down the hall. There were only a few old men seated with women and children around the fire, eating the morning meal."

Suggestion: Students can discuss the roles of Indian women, within their tribes and in connection with modern society.

. "The First Day of the War"

pp. 43,44 Problem: The mother is shown as a weak, dependent person who is concerned only with minor problems: "And my mother, pulling on a pair of white gloves, expressed her disbelief that the war should have started at such an inconvenient time;" and "She always had a hard time coming to grips with reality...."

Suggestion: Students can think about how the father probably felt at the time; they need to flesh out his superficial image as a strong, involved person, unconcerned with everyday life.

. "Stevie the Fearless Flyer Wins Thunder Bay Hearts"

p. 52 Problem: Stevie's origin is deliberately pointed out in the introductory paragraph, making it unclear whether Stevie is a winner in his own right, or only because he is Ojibway.

Suggestion: Students should recognize that other races are not pointed out; for example, it is unlikely that one would write John Smith, the son of British parents.

. "Hockey Fever"

pp. 57-65 Comment: The attitudes of the Edmonton fans towards Joe could be compared to Carriere's attitude towards the Anglo hockey team of Toronto in "The Hockey Sweater."

p. 64 Problem: "He can make a man's decision."

Suggestion: The belief of Indians that children are independent should be pointed out so that students do not see lack of caring.

. "The Finish Line"

p. 70 Problem: It is taken for granted that this comparison explains all: "as free with her whip as the men."

Suggestion: Students can discuss whether this comparison would be the same if reversed, what the comparison says about Becky and the men, and whether it is fair.

. "No Place to Go but Up"

p. 74 Problem: "Tall, slim, not everyone's idea of an aunt ..."

Suggestion: Since students often know people who do not fall into stereotyped roles and who participate in non-traditional activities, they might talk or write about someone they know who reminds them of Christie.

Students should understand that agility and quick decision-making are most important in rock-climbing--not size or strength.

Students can discuss the ages of the aunt and niece involved. According to the illustration on page 74, Aunt Christie is not "old." Students might consider why she is called "the older woman" on page 74, given that "woman" would have been sufficient since Robin is obviously a teenager.

. "Don't Just Stand There"

p. 85 Problem: These terms can each be seen as derogatory, but they are dealt with in a humorous manner: "Refrigerated Amazons"; "young lady"; "ladies of sixty."

Suggestion: Students can discuss whether or not a female should be offended by these terms.

. "Crusty's Crossing"

p. 89 Problem: "Nazi devils."

Suggestion: It should be pointed out that most Germans also felt the Nazi's were "devils." The background to the Nazi's power might also be considered; that is, one reason that Nazi's gained power was that Germany had been stripped of all economic power after World War I.

. "The Reigate Squires"

p. 157-170 Problem: Since only males find clues or act as criminals, these activities may be seen as "not women's work."

Suggestion: Students can consider how female characters could be written in.

. "The Phantom Ship of Chaleur Bay"

p. 185 Problem: " 'Tis worse to bring a woman aboard, for we well know bad luck may board with her."

Suggestion: Students can discuss the bases and currency of superstitions that see women as bad luck. They can consider why, if women were bad luck, a ship's figurehead was commonly female.

p. 185 Problem: The helpless, beautiful woman melts the hardened heart of the pirate.

Suggestion: Students should discuss the woman's goals and abilities.

. "Exploring Below the Waves"

pp. 187-189 Comment: As with "No Place to Go but Up," students can discuss abilities and skills needed to perform the activity: here, diving.

. "Salt-Water Sarah"

pp. 191-197 Problem: The assumption that the women aboard would be lonely is based on the supposed gap between conversations of men and women.

Suggestion: Students can discuss whether the women could be responsible for more than satisfying "those enormous sea-going appetites." They might consider how the women felt and how they were treated.

. "I Was a Beatlemaniac"

p. 226 Problem: In fact, many parents felt the Beatles were beatniks who would negatively influence their children, although the article says parents approved of the Beatles.

Suggestion: Students can discuss how parents feel about a current [illegible] rock star, and upon what they base their feelings.

. "The Great Detergent Premium Race"

p. 286 Problem: "For the man of the house"; "For the housewife."

Suggestion: Students should consider how these phrases could be made more parallel, and whether all households consist of a woman, a man and children. They can also respond to questions like these: should promoters place children's items in adult products?; don't men use towels, too?

. "Let Me Hear You Whisper"

pp. 291-304 Problem: Dr. Crocus and his assistant are men, while the cleaning person and custodial supervisor are women.

Suggestion: Students can discuss whether or not the story would have been different if Dr. Crocus were female and the cleaning person were male.

. "Abigail"

p. 326 Problem: The mother here is noted only for her looks, and concerned only with beauty.

Suggestion: Students can discuss the role models Abigail had, why she rebelled and whether she was concerned about her appearance.

. "My Uncle Joe"

p. 343 Problem: Joe's desire to make the men suffer is "excused" by his reference to his Indian blood: "Seven-eighths of the time I feel like a white man, but this is the one-eighth when I don't."

Suggestion: Students should recognize the unfairness of this statement, which says that Indians act differently than whites.

PUBLISHER: Nelson Canada
TEXT: Contexts: Anthology Two (1981)
GRADE LEVEL: 8
SELECTIONS: 85
MALE: 28
FEMALE: 20
BOTH: 7
OTHER: 30

Adult Role Models:

Male: letter carrier, teacher, doctor, salesperson, father, grandfather, businessman, dentist, monster, werewolf, actor, detective, secretary, prime minister, archbishop, magistrate, colonel, sailor, hunter, farmer, artist, nuclear engineer, prophet, emperor, tinker, tax official, store owner, reeve, hotel operator, gun-slinger, R.C.M.P., zoologist, astronaut, city police officer, office clerk, Indian chief, hockey player, surgeon, king.

Female: teacher, mother, seamstress, social worker, artist, gypsy, actor, countess, witch, musician, inventor, rocket woman, landlady, army leader, painter.

Race and Class:

This anthology has several selections dealing with people other than white Anglo-Saxons. Several of the selections tend to dwell on the old way of life, and emphasis must be placed on the fact that many of these portrayals are not necessarily true today. An effort is made, however, to include several selections about people of other cultures in today's world. A few selections deal with people of various classes.

General Comments:

A commendable effort has been made to include selections with women in non-traditional roles. More stories are about males, but the difference is not great. The difference between the number of illustrations of males and females is more obvious: there are thirty-six illustrations of males, and only nineteen of females. This tends to be offset, however, by the twenty-nine illustrations of both males and females. The longest story in the book ("Collecting Team," pp. 170-180) has no female characters at all. The plays also tend to be mainly male, though the Joan of Arc play ("The Lark," pp. 298-314) is led by a female. While the number of male/female stories does not differ greatly, there are more male adult role models.

. "U is Part of Us"

p. 22 Comment: Note that the doctors are male, while the social worker is female.

. "The Boy Who Would be Wolf"

p. 55 Comment: The female's attractive appearance seems to enhance this friendship: "... Christine, his friend from childhood who had grown into a pretty girl." Seldom is a boy's appearance commented upon.

- "Films from the Crypt"

pp. 66-73 Comment: Monster movies usually involve weak women. Perhaps this stock characterization could be discussed with students.

- "The Proof"

pp. 82-86 Comment: The Contexts series seems to focus needlessly on women as witches.

- "Girl with Cello"

p. 113 Comment: Readers are told that the girl's father is a nuclear engineer, but this information is not necessary to the story. Her mother's occupation is also mentioned, but it is clearly related to Ofra's life.

- "The Third Gift"

p. 114 Comment: The illustration might be called into question since the first line of the selection says the people are "black." Students might seek out pictures of black peoples to see whether the shades of black tend to vary.

- "Showdown at Sand Valley"

pp. 134-146 Comment: Only one woman is in the play, and while she is a main character, her past occupation was very traditional: "school marm." All the characters are stereotyped in the illustrations.

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p. 146 Problem: "Drink like a man."

Suggestion: Students should recognize that this phrase works to reinforce a belief that a man is less than masculine if he does not overindulge in liquor.

- "A Stranger in Taransay"

pp. 232-243 Comment: Like "Collecting Team," this all-male story is one of the longest in the anthology.

- "Two Who Refused to Die"

p. 248 Problem: Two comments are made about Helen Kalben's prettiness.

Suggestion: Students should question why Ralph's appearance is not mentioned and what Helen's appearance has to do with her stamina.

p. 248 Problem: Occasionally the writer uses "Helen and Flores" rather than both first names or both surnames.

Suggestion: Students should recognize that this is patronizing towards the female.

. "Wolf Pack"

p. 268 Problem: The beauty of the girl--her "classic Inuit beauty"--is irrelevant to the story.

Suggestion: Students should be made aware that male appearances are seldom described, and female appearances are seldom not described. They should consider why this inequity exists.

PUBLISHER: Nelson Canada
TEXT: Contexts: Reading Skills One (1981)
GRADE LEVEL: 7
SELECTIONS: 62
MALE: 13
FEMALE: 7
BOTH: 16
OTHER: 26

Adult Role Models:

Male: soldier, hockey player, farmer, school principal, surgeon, spy, private investigator, diver, fishing and sealing captain, king, priest, musician, inventor, dancer, runner, doctor.

Female: author, desert traveller, witch, diver, musician, grandmother, dancer, runner, nurse.

Race and Class:

Several articles provide descriptions of various cultures. Some of the information is outdated, and students must be made aware of the differences between a hundred years ago and today. Supplementary information on the modern lifestyles of certain cultural groups should be made available.

General Comments:

This book has many general selections that do not deal with one or the other sex. These selections provide a basis for a great deal of classroom discussion. Illustrations of males and females do not differ greatly, but few non-whites are illustrated.

- "Dealing with Feelings"

p. 9 Comment: A good picture is given of the adoption experience of a South Korean girl.

- "When Friends Become Enemies"

p. 11 Comment: A clear picture of the evacuation of the Japanese in British Columbia is given here.

- "My People the Haida"

p. 21 Problem: The view is too historical.

Suggestion: Recent information about these people is needed to supplement the article.

- "Sports on the Reserve"

p. 45 Problem: The illustration reinforces the image of Indians in traditional attire.

Suggestion: Students can look for more modern pictures of Indians involved in various activities. They should notice the non-competitive aspect of Indian sports.

- "How a Refugee Learns About Snow"

p. 62 Comment: To understand the struggle of the Vietnamese boy to learn English, students might attempt to learn some of the Chinese alphabet.

- "Climbing the High Peaks"

p. 68 Problem: Edmund Hillary and Tenzing Norquay are referred to as Hillary and Tenzing which is patronizing towards Norquay.

Suggestion: Students should become aware that this reference fails to pay equal respect to both men.

- "The Trouble with Witches"

p. 96 Problem: This statement is too general: "... Christian churches denounced witches as evil spirits...."

Suggestion: Further research is required to determine if all Christians--and only Christians--denounced witches.

- "Tailing Techniques"

p. 102 Problem: This generalization is also outdated: "Like any other hippie on the block."

Suggestion: Students may need to be told what "hippie" means.

Problem: Only the pronoun "he" is used.

Suggestion: The abilities required for P.I. work should be discussed so students realize it is not a male-only job.

- "New Year's Eve 1906"

p. 149 Problem: The word "Eskimos" is used.

Suggestion: Students should recognize that "Inuit" is the preferred term.

- "Summer Whaling Camp"

p. 177 Problem: The "old" way of Inuit life is presented here.

Suggestion: Students can find out how modern whaling is done and how the Inuit people live and work today.

. "Newfoundland's Miracle Medical Mission"

p. 180 Problem: The word "Eskimos" is used again.

Suggestion: Students might need to be reminded that this group of people prefers to be called "Inuit."

PUBLISHER: Nelson Canada
TEXT: Contexts: Reading Skills Two (1981)
GRADE LEVEL: 8
SELECTIONS: 59
MALE: 11
FEMALE: 9
BOTH: 10
OTHER: 29

Adult Role Models:

Male: youth advisor, teacher, store owner, father, painter, inventor, actor, movie director, witch finder, artist, Greek god, farmer, R.C.M.P., astronomer, space colonist, author, uncle, physicist, naval cadet, runner, doctor, leader, soldier, explorer, mountain climber.

Female: mother, psychiatrist, eccentric, actor, witch, journalist/writer, baby-sitter, double agent, naturalist, translator, astronaut, tennis player.

Race and Class:

Several selections deal with people of other cultures, living in the modern world. These selections work well in conjunction with the more traditional stories in the anthology.

Generally, the selections seem to be written for middle-class Canadians. The varying classes that exist in our society are not acknowledged.

General Comments:

An effort has been made to show women in non-traditional roles without discarding the idea that many women carry out roles of wife and mother. The number of selections that are predominantly male is only slightly higher that those that are female. The neutral selections will appeal to both sexes.

There are twenty-nine illustrations of males and eighteen of females. Ten illustrations are of both males and females.

Non-whites are under-represented both in selections and illustrations. There are four illustrations of non-whites.

. "My Quicksilver Uncle"

p. 115 Comment: The narrator suggests that it is acceptable and even humorous that his uncle left his aunt.

. "Cancer: The Search for a Cure"

p. 171 Problem: The doctor who is speaking gives no explanation about why check-ups are especially important for women: "Regular check-ups, especially for women, are important, too."

Suggestion: Teachers might point out the importance of pap tests and breast examinations.

. "Space Rookie Passes the Test"

pp. 178- 181	Comment: Sally Ride's first name is used throughout much of the selection, whereas males are usually referred to by their surnames. Using Ride's first name, then, sounds patronizing and disrespectful.

PUBLISHER:	Nelson Canada
SERIES:	Language Development
SELECTIONS:	62
MALE:	13
FEMALE:	7
BOTH:	16
OTHER:	29

General Comments:

This series contains stimulating and challenging stories about Canadians. Although ethnic minorities are under-represented, some efforts have been made to provide positive stories about Canada's Native people.

Not enough selections present females in a positive light, however. This is particularly evident when the occupational models for boys and girls are contrasted. To confront traditional stereotyped attitudes toward the work of males and females, teachers should introduce materials showing women in a variety of occupations.

Even though this series offers some valuable material, it must be supplemented by additional stories about girls and women, and about low-income and working-class families.

PUBLISHER: Nelson Canada
TEXT: Nelson Language Development Reading Program (1970)
Driftwood and Dandelions
SELECTIONS: 31
MALE: 13
FEMALE: 4
BOTH: 2
OTHER: 12

Race and Class:

This book contains one useful story about modern life in a northern Ontario Indian community ("Stolen Ride"). It also contains six Indian or Inuit legends; that these are legends from the past should be made clear to students so that they do not assume that the roles and lifestyles represent Native life today.

Aside from the selections just mentioned, all other stories and illustrations portray Ango-Saxons. There is one story from the Maritimes and one from Northern Ontario. In all others, setting is undetermined. Several stories portray working-class families. All families are portrayed as two-parent.

General Comments:

Two of the stories have both male and female protagonists who share warm cooperative relationships. Stories about boys, however, vastly outnumber those about girls. Girls and women are almost always cast in traditional roles.

. "How Fog Came"

pp. 10-12 Comment: This is an unpleasant story with a great deal of violence. It is interesting to notice how patriarchal attitudes from the human world carry over into animal stories. Here the female bear is always referred to as "the bear's wife," despite that she, too, is a bear.

. "Blueberries"

pp. 14-33 Problem: The suggestion here is that only men enjoy the challenges of nature: "Bessie knew that everytime she was on the barrens her brothers, even her Dad and Uncle Tom, pitted their strength against those huge rocks."

Suggestion: Students can discuss the excitement of physical challenges and discuss examples of women such as Marilyn Bell and Amelia Earhart who have broken records of endurance and strength.

Comment: This story shows adults in traditional roles and provides no model of courage in the female protagonist.

. "Petros the Pelican"

p. 37 Problem: This story is set in two towns that seem to be populated entirely by males, since citizens are always referred to as "the men of Tino" and "the men of Myknos."

Suggestion: This is the sort of story that reinforces the idea that "it's a man's world." Such bias by exclusion should be confronted directly: students can be asked to explain the bias in the story and to rewrite a few paragraphs to present a realistic picture of society.

. "Problem and the Catbirds"

p. 41 Problem: Stereotypes are used: while Mr. McAdam worked in the garden in the evening, "Mrs. McAdam would be washing dishes, or mending socks or talking on the telephone." In this story, the birds are also given the stereotypical traits of humans: the male bird divebombs to protect the nest and the female weeps and worries.

Suggestion: Students need to be made aware of the financial nature of this story and the stereotypical qualities of the characters.

. "Percy--Coast to Coast"

p. 52 Comment: This statement suggests that only women are interested in cooking: "Miss Darlene spoke very slowly to give Miss Gray and thousands of other ladies enough time to take down the recipe."

. "New Frontiers"

p. 122 Problem: Two nurses are referred to as "girls" in this story.

Suggestion: Students should be told that the term "women" is more appropriate than "girls" for adult females, just as "men" is more appropriate than "boys" for adult males.

. "Ghosts are Braver than People"

pp. 124-139 Comment: This story can lead to a discussion of stereotypes. It portrays a ghost who is afraid of thunder and acts contrary to standard expectations of ghostliness.

. "Scotty's Fire"

pp. 146-161 Problem: "It's not that she's mean, you understand. It's just that she's a woman and a mother, and she always worked hard to keep our new home neat and clean ..."; and " 'Every boy should have a dog,' my father said. And since my father's word was law, Society was mine."

Suggestion: This passage implies that being fussy about cleanliness is natural to women and mothers. Students should consider the following questions: whose responsibility is it to keep a home neat and clean?; is it more important for boys to have dogs than for girls?; how many students in the class like dogs?; why was the father's word law in this family?; by what methods should family decisions be made?

. "Newspaper Clipping"

pp. 159-160 Problem: "About 400 men ... are slowly winning the battle."

Suggestion: Students can research the struggle of women in Canada to win the right to be employed as fire fighters.

. "Kinderella"

pp. 163-190 Comment: This science fiction parody of the Cinderella tale is a classic example of the mythology that a woman can be rescued from the responsibility of the working world by a man, and need only be patient and beautiful to attract this man. In its science fiction version, it exemplifies how our vision of the future often incorporates technological change, without envisioning human change.

Students are often amused by such concepts as a robot fairy godmother. But they should be challenged to write science fiction that imaginatively portrays new roles for men and women.

PUBLISHER:	Nelson Canada
TEXT:	Hockey Cards and Hopscotch (1971)
SELECTIONS:	39
MALE:	17
FEMALE:	3
BOTH:	6
OTHER:	13

Adult Role Models:

Male: hockey player, researcher, sea diver, oceanaut, firefighter, trapper, fisher, farmer, airport maintenance worker, pilot, police chief, milk deliverer, zoo owner, doctor, owner, truck driver, musician, radio announcer, father.

Female: teacher, ballet dancer, housewife.

Race and Class:

A number of stories feature Native people in a positive way, although all are portrayed in traditional settings as trappers or hunters, and all are poor.

Poverty is portrayed in this book, but it is always linked to race. Specifically, those who are poor and jobless are Natives living in traditional settings, whereas those who are well-off, with well-paying middle-class jobs, are Anglo-Saxons.

General Comments:

This book is biased primarily because of the absence of female characters, the stereotyping of occupations, and the way race and class are linked. There is traditional Native content which will be of interest, but the book should be supplemented with some stories about Native people in a modern setting and with more material about girls and women.

. "Hockey Cards"

p. 6 Problem: All of the hockey players represented in this book are male.

Suggestion: After talking about hockey, students can investigate other athletic activities. They can bring pictures and post them on the wall, being careful to have as many women athletes as men. They can look for pictures of men and women in non-traditional fields (male skaters or ballet dancers, female hockey or baseball players).

Comment: Although hockey is a male-dominated sport, students should be encouraged to view participation in any sport as based on skill and interest rather than sex.

Additional Reading: Kellerhals, She Shoots! She Scores! and "How Marilyn Swam the Lake" in Cavalcades.

- "Lady Teacher"

p. 24 Problem: Jimmy does not like lady teachers because he has a stereotyped notion of them.

Suggestion: Teachers can ask students what they learn about stereotyping from the story and can point out that both the person who stereotypes others and the person who is stereotyped are hurt.

Students should list adjectives used to describe people, such as pretty, strong, bossy, timid, helpful or friendly. Then they can go through the list and identify words that tend to be associated with members of each sex and words that are neutral. The class can discuss the reasons for these associations and whether they are valid. Teachers should point out that associations based on gender are stereotypes (see the Classroom Activities section).

Comment: "Lady Teacher" is a good story, but Jimmy's stereotype of a female teachers should be confronted directly. The selection provides a valuable learning experience.

- "Hockey Night in Canada"

p. 50 Problem: Hockey is presented in this selection as an exclusively male sport.

Suggestion: The class can discuss questions like these: what are some activities that used to be done by only one sex that are done today by both?; why did the change occur?; are there sports in your school or community that are limited to one sex? Perhaps the class can initiate a petition that argues against the limiting of participation on the basis of sex.

Additional Reading: Kellerhals, She Shoots! She Scores! and "To Become a Champion" in People Like Me.

- "Silver"

p. 78 Problem: The teacher's guide makes no reference to the story's point that old Inuit people left their families to die.

Suggestion: Unless this tradition is dealt with properly, the story can breed intolerance because of misunderstanding.

Old people themselves made the decision to leave the group so that the small amount of food could be divided among the younger members. This may seem a harsh practice, but it was necessary for group survival.

- "Jimmy-Why and Noel"

pp. 105-119 Comment: Students should identify the knowledge that Noel had and how it was helpful to settlers that arrived in Canada from foreign lands.

- "Man Undersea"

p. 144 Problem: The questions in the teacher's guide are phrased inappropriately.

Suggestion: Students can be informed that many women are divers, marine biologists, and researchers and that Jacques Cousteau has a crew of both men and women.

Students can be asked if the diver is male or female. Although all the other characters are classified as males, nothing definitive indicates the diver's sex. They may assume the diver is male because of assumptions about males and stereotyping of occupations.

Additional Reading: Martin, Kumi and the Pearl.

- "The Magic Slippers"

p. 165 Problem: Ballet is characterized as a female activity.

Suggestion: If the class does the exercise in the guide called "Classifying," teachers can point out that hockey players and ballet dancers need similar skills. Ballet dancers, who have very strenuous schedules, need strength, stamina and agility.

p. 165 Comment: When the students are asked to draw a picture of Madame Olga, only some of them will depict her in a wheelchair as this story implies. Teachers might discuss the discrimination often directed against the handicapped.

p. 170 Problem: The use of words like "unladylike" socializes girls to meet a standard of quiet, obedient and docile behaviour. It implies that "unladylike" behaviour may be appropriate for men but not women.

Suggestion: Once it is explained that what is bad for one sex should not be considered acceptable in the other, the students can define good and bad behaviour. They can then read a story about an athletic female to determine if her behaviour is "unladylike".

Additional Reading: "To Become a Champion" in People Like Me.

. "To Grow into a Man"

p. 194 Problem: The transition from childhood to adulthood is the issue here, not becoming a "man."

Suggestion: In small groups, students can discuss questions like these: what does "being a man" mean?; are the qualities a man should possess different from those a woman should have?; what qualities should a friend have? Students can report their answers to the class.

Teachers can point out that everyone feels angry, depressed, or lonely sometimes and that these are not feelings of which to be ashamed.

PUBLISHER: Nelson Canada
TEXT: Northern Lights and Fireflies (1971)
SELECTIONS: 35
MALE: 18
FEMALE 2
BOTH: 4
OTHER: 11

Adult Role Models:

Male: army commander, mayor, police officer, trapper, actor, camera operator, director, butler, druggist, father, mammalogist, pilot, junk collector, inventor, prince, whaler, whale boat captain, harbour worker, crane operator, rescue worker, hunter, scientist, psychologist, trainer, aquarium operator, professor, bulldozer operator, pirate, forester, lobster trapper.

Female: weaver, actor, sorcerer, baker's assistant, radio commentator, mother.

Race and Class:

The book does not contain stories about people of racial or ethnic backgrounds other than middle-class Anglo-Saxon. The stories representative of Native culture are all traditional animal tales.

General Comments:

No story has a female main character. However, in the stories that have girls participating with boys in the action, the roles tend not to be stereotyped. This book should be supplemented with positive image stories about girls and women and about ethnic groups other than white Anglo-Saxons. A unit on career opportunities for women, emphasizing non-traditional jobs, should supplement this book, as thirty-one occupational models for men and six for women is clearly an imbalance.

. "The Whale Killers"

p. 64 Problem: "Killer nature does not extend to include man."

Suggestion: Teachers can point out that non-sexist terminology, like "people," should be used here (see the Terminology section).

. "A Good Tree that Christmas"

p. 184 Problem: Some attempt should be made to point out that Timothy has an outdated view of the lives of Indians today.

Suggestion: Teachers should point out that generally native people do not sleep on fir boughs any more than anyone else. (Some people might use boughs when camping out.)

p. 186 Problem: "There aren't any Indians anymore ..."

Suggestion: This error should be pointed out. Teachers can display pictures of Indian people today and point out that Indians rarely sell baskets at the door.

p. 193 Problem: "Indians and Santa Claus were as real as could be to him."

Suggestion: Indians are real but they do not live or dress traditionally any more than white people live or dress like pioneers. Invite a Native person to address the class.

Alternative Reading: "What Do I Want" or "Wild Bird" in Starting Points in Reading B - Second Book.

. "The Three Mummers of St. Mary's"

Comment: The teacher's guide is good in suggesting that the class discuss family traditions, including those of children from a variety of ethnic backgrounds.

PUBLISHER:	Nelson Canada
TEXT:	Kites and Cartwheels (1972)
SELECTIONS:	40
MALE:	13
FEMALE:	2
BOTH:	9
OTHER:	16

Adult Role Models:

Male: pulpwood cutter, ship's captain, pilot, newspaper editor, rental agent, police officer, teacher, railway worker, cowhand, photographer, television reporter, radio reporter, executive assistant, cabinet member, farmer.

Female: librarian, hotel clerk, waiter, teacher, magazine reporter, secretary.

Race and Class:

Not until the very end of the book are there stories about non Anglo-Saxons, but the selections about the Francophone and Indian boys do present minorities in a modern setting and are worthwhile reading.

General Comments:

Males outnumber females by six hundred percent in this book. Supplementary materials about both females and minority group members are needed. Some stories in this book are excellent, however.

. "My Josephine"

pp. 18-31 Problem: This story depicts the male character, Glen, as being calm and thoughtful and the two girls as frightened. The image of females as frightened and helpless is emphasized by the fact that, in the pictures, Glen appears younger than the girls.

Suggestion: The students can be asked to imagine what the story would be like if it were told by Norma; Norma would likely be more secure and Glen more frightened.

Additional Reading: Freeman, Shantymen of Cache Lake.

. "Granny Goes Flying on Six Kites"

Comment: Students can be asked how they feel about getting older, and whether they know people in their seventies who have had unusual adventures.

. "Amelia Earhart"

p. 90 Problem: "At one booth they shot pellets at moving cardboard Indians."

Suggestion: Descriptions like this of activities with racist overtones should be dealt with openly. The students can define racism, which means treating members of different racial groups unequally. It can also mean treating members of a particular group badly, because of a negative experience with one member of the group. They can be asked what would happen to their self-images if people cheered when cardboard elementary students were hit with pellets.

- "On the Trail to Lost Lake"

p. 153 Comment: This is one of the most realistic stories in all the books available for Grades 4-6. It is presented in a non-sexist way but shows conflict between individuals and between the sexes. Too many stories in texts create a world quite foreign to the lives of students, and it is refreshing to read "On the Trail to Lost Lake."

- "Jack and the Unicorn."

pp. 165-172 Problem: The mother in this story is quite harsh. She certainly shows little understanding of Jack's situation.

Suggestion: Students can be asked how their mothers would react. They can act out the roles of Jack and his mother as they think she and Jack should be.

Additional Reading: "Get it Right on Paper" from People Like Me.

- "From Out of the Blue"

pp. 199-222 Problem: Females in this story appear to be very silly people. The female reporter, faced with a big story, asks for a recipe for stew. Although the story is meant to be humorous, this portrayal would offend every female reporter in Canada.

Suggestion: Students can examine local papers to see what reporters -- male and female -- write about. A woman from a local paper could be invited to talk to the class about newspaper reporting. Students could then compare modern newspapers to those from the early 1900's to see if a change in women's interests is reflected in the elimination of "The Women's Page."

PUBLISHER:	Nelson Canada
TEXT:	Sleeping Bags and Flying Machines (1973)
SELECTIONS:	39
MALE:	15
FEMALE:	4
BOTH:	5
OTHER:	15

Adult Role Models:

Male: warden, doctor, lawyer, industrialist, merchant, shoe salesperson, astronaut, army personnel, military police, hunter, camp counselor, fisher, captain, bush pilot, mechanic, government minister, mayor, chaplain, technician, army captain, musician, entrepreneur.

Female: navigator, office worker, interior decorator, musician.

Race and Class:

This book contains two excellent stories about Native people. In addition, instead of portraying typical middle-class situations, adventures in nature are often described.

General Comments:

The pictures clearly indicate the male dominance in this book. Many stories have males as main characters and females are completely excluded. Only three stories feature women: "The Treetop Air-woman" is commendable; "New Shoes" treats stereotypically the way in which one girl hurts another; the third selection shows two women helping birds. In contrast, men in this book are courageous, interesting, and valuable to their communities.

The book can be commended for its Canadian content, but needs to be supplemented with additional material about girls and women and the multi-ethnic character of Canada.

. "The Spur Dog"

p. 34 Comment: Man and boy are pitted against nature, heroically fighting the beasts and elements and winning. This selection should be supplemented with materials about courageous women.

Additional Reading: "How Marilyn Swam the Lake" in Cavalcades and O'Dell, Island of the Blue Dolphin.

. "Ice Break"

p. 49 Comment: The narrator does not specify whether the rider in this selection is male or female, yet the questions in the teacher's guidebook assume that the character is male.

. "Tout-Petit"

p. 111 Problem: "A real dog, a man's dog ..." In texts, dogs and men are often associated, whereas women tend to be paired with cats.

Suggestion: Students can talk about their pets. Teachers can point out that "a man's dog" is a silly term, since girls also have dogs as pets. They might ask if M. Hamel is less of a man because he does not keep Tout-Petit.

PUBLISHER: Nelson Canada
TEXT: Toboggans and Turtlenecks
SELECTIONS: 50
MALE: 18
FEMALE: 5
BOTH: 1
OTHER: 26

Adult Role Models:

Male: merchant, trader, ranger, game warden, forestry warden, music professor, storekeeper, police officer, ambulance attendant, fisher, ship's captain, university researcher, healer.

Female: farmer, mermaid, mother.

Race and Class:

This book has some ethnic diversity and does not contain racist or sexist references. While in some selections the main characters are working class, few are poor. The book is well-written, interesting and challenging.

General Comments:

Males are featured as main characters nearly four times as often as females. Not only are females represented in a disproportionate number, but also in a disproproportionate number of occupational role models. The book should be supplemented with stories that present females positively, with special emphasis on their pursuit of non-traditional career options.

- "Power Failure"

p. 15 Comment: It is good to find a boy who can offer consolation, a rarity in children's readers: "Philippe ... consoles her with the polished skill of an older brother."

- "Distant Treasure"

p. 32 Comment: Many traditional stories imply that women are loved because of their beauty, and children can probe the relation of love to beauty by answering questions like these: if Jasmine were not beautiful would her father love her as deeply?; is beauty a prerequisite for love?; what qualities do people really love in others?; is beauty alone enough?

- "Don't Cross the Creek"

p. 54 Problem: "Cry ... [that] he knew ... he must not do."

Suggestion: Teachers can clarify the reasons he must not cry. In this case it is not that crying would be considered "unmanly" but that psychologically it would be an admission of helplessness and defeat. He knew he must keep up hope and look after himself.

. "What Do I Remember?"

p. 64 Comment: Background information on the internment of Japanese people during World War II should be given to the class. The poem speaks of the racism in our country. Students can read A Child in a Prison Camp by Takashima to gain a more detailed picture of the camps and a sensitive view of Japanese culture.

. "Wheels of Fire"

p. 67 Problem: The phrase, "She remembered Indian territory," is never explained, and seems to imply that Indians are responsible for the fire. In Little House on the Prairie, Wilder again suggests this as an explanation.

Suggestion: Indian people were careful about respecting and conserving the environment. Given this fact, the class can decide if they were likely to destroy their means of livelihood just to spite and get rid of the European settlers.

Additional Reading: "Wild Bird" in Starting Points in Reading B - Second Book.

. "The Purple House"

p. 72 Comment: The neighbourhood, mixed racially and ethnically in this story, is like many real neighbourhoods. Both parents work outside the home, so Rod must help take responsibility for his younger sister.

Teachers can point out that Sikhs wear turbans for religious as well as cultural reasons, which explains why they do not totally adopt the Canadian style of dress. Students can discuss whether new immigrants should change their manner of dress and cultural lifestyles to conform to the dominant society.

. "The Dance"

p. 100 Comment: A discussion about the importance of the revival of Indian culture would be appropriate. Someone from Manitoba Indian Brotherhood could be invited to the class.

. "Grunt ... Snort ... Hiss"

p. 140 Problem: Sexist terminology is used: "minds of men," "man first learned," "man's belief."

Suggestion: The words "human" or "people" should be used (see the Terminology section).

. "Lake Winnipeg Mermaid"

p. 154 Comment: Alex Grisdale's biography in the teacher's guide is as significant as the mermaid legend. The class can learn from hearing and discussing it.

. "The Snow Vampire"

p. 158 Comment: Again the information in the teacher's guide is very important and should be read and discussed. It relates the "Legend of the Giant Frog," a local Indian tale in which the main character is a brave woman.

. "Sasquatechery -- To Date!"

p. 165 Problem: "Story that every boy who grows up ..."

Suggestion: The word "child" should be used instead. Undoubtedly girls have heard the story too and find it interesting.

. "Rowena"

p. 187 Comment: Students can be asked to do further reading about women in pioneer days.

Additional Reading: "The Corrective Collective," Never Done.

SUMMARY TABLE

MAJOR CHARACTERS IN LANGUAGE ARTS TEXTS: GRADES 5-8

PUBLISHER	MALE	FEMALE	NEITHER	BOTH	TOTAL
Addison Wesley Responding To Reading	32 46%	15 22%	15 22%	7 10%	69 100%
Collier Macmillan Inquiry into Literature	82 41%	30 15%	71 36%	16 8%	199 100%
Gage Expressways	70 46%	33 22%	35 23%	15 10%	153 101%
Ginn Starting Points in Language, B	23 17%	5 4%	102 76%	5 4%	135 101%
	25 18%	5 4%	105 74%	6 4%	141 100%
Ginn Starting Points in Reading, 1973	209 33%	111 18%	207 33%	101 16%	628 100%
Ginn Starting Points in Reading, 1981	61 27%	34 15%	86 37%	49 21%	230 100%
Nelson Contexts	86 28%	58 19%	123 40%	39 13%	306 100%
Nelson Language Development	81 40%	16 8%	74 36%	32 16%	203 100%

OCCUPATIONS

	Male	Female
A	accountant	actress/actor
	actor	air traffic controller
	administrator	airplane pilot
	admiral	alpine skiier
	aero-dynamics teacher	archaeologist
	air force captain	army leader
	airline pilot	artist
	airman	assistant navigator
	airplane mechanic	astronaut
	airplane navigator	athlete
	airplane pilot	author
	airport maintenance worker	aviator
	ambulance attendant	
	amusement ride attendant	
	animal trainer	
	anthropologist	
	antique dealer	
	apartment superintendent	
	aquarium operator	
	archaeologist	
	archaeology instructor	
	archbishop	
	archer	
	architectural editor	
	armed forces serviceman	
	army captain	
	army commander	
	army man	
	army officer	
	army personnel	
	artist	
	astronaut	
	astronomer	
	astrophysicist	
	author	
	aviator	
B	ballet dancer	baby sitter
	bank manager	baker's assistant
	bank robber	ballerina/ballet dancer
	banker	ballet school principal
	barber	ballet school teacher
	baron	band instructor
	bartender	basketball player
	baseball coach	biochemist
	baseball player	business woman
	boat dock hand	

	Male	Female
B	body builder	
	boy scout	
	buccaneer	
	bulldozer operator	
	bus driver	
	bush pilot	
	businessman	
	butler	
C	camera operator	cabinet minister
	camp counselor	camera woman
	captain	captain's wife
	car inventor	college president
	caretaker	cook
	carpenter	cook's wife
	carver	countess
	chaplain	CUPE president
	chef	curer of buffalo hides/pemmican maker
	chemical engineer	
	chemist	
	chemistry teacher	
	circus-animal buyer	
	circus manager	
	city parks worker	
	city police	
	civil engineer	
	clerk	
	clock repairman	
	coachman	
	cobbler	
	college English teacher	
	colonel	
	colonel privateer	
	computer operator	
	computer systems designer	
	construction company owner	
	cook	
	corporate president	
	cowboy/cowhand	
	crane operator	
	criminal	
D	dancer	dancer
	dentist	desert traveller
	detective	diver
	director	Director of National Gallery
	director of advertising agency	doctor
	director of International Fund of Animal Welfare	dog trainer
		double agent

	Male	Female
D	director of marketing	dragon
	dishwasher	duchess
	diver	
	dock worker	
	doctor	
	dog sled-driver	
	druggist	
E	emperor	eccentric
	engineer	executive painter
	entrepreneur	
	environmentalist	
	executive assistant	
	explorer	
	express company agent	
F	farm hand	factory seamstress/worker
	farm implement dealer	farm labourer
	farm manager	farm mistress
	farmer	farm woman
	father	farmer's wife
	Father Superior	figure skater
	film maker	fisherman
	fireman/firefighter	food gatherer
	fish trader	forestry employee/fire observer
	fisher/fisherman	fruit merchant
	fishing and sealing captain	
	fishmonger	
	foreman	
	forest ranger	
	forester	
	forestry warden	
	frisbee inventor	
	frozen food inventor	
	fur trader	
	furniture dealer	
G	game inventor	gardener
	game warden	geologist
	geologist	goddess
	giant	gold prospector
	government minister	governess
	grandfather	grandmother
	Greek god	gymnast
	grocer	gypsy
	gun-slinger	
	gym owner	

	Male	Female
H	hangman harbour worker head of tariff department headmaster healer helsman hero high-steel worker highwayman historian history professor hockey coach hockey player hockey team manager homesteader horse coachman horse-riding trainer horseman hotel operator hunter hydrogeologist	historian homemaker hotel bellhop hotel clerk housekeeper housewife
I	Indian chief industrialist interviewer inventor	interior decorator inventor
J	janitor jeweller jingle writer journalist judge junk collector	journalist/writer
K	kennel assistant kidnapper king knight	kayaker kennel assistant
L	labourer lawyer leader letter carrier librarian lieutenant lifeguard lighthouse attendant/keeper lobster trapper	landlady laundry worker librarian

	Male	Female
L	local leader of an anti-automobile association	
	log skinner	
	logger	
	long distance runner	
	lord	
	lumberjack	
M	magician	magazine reporter
	magistrate	maid
	make-up man	maiden
	mammologist	marine biologist
	marine biologist	mayor
	mason	mechanic
	mathematician-astronomer	medical doctor
	mayor	medical researcher
	mayor's secretary	Member of Parliament
	mechanic	mermaid
	medical doctor	minister's wife
	medicine man	missionary
	Member of the Legislative Assembly	mother
		musical artist
	merchant	musician
	military police	
	milk deliverer	
	miller	
	miner	
	mining engineer	
	minister	
	missionary	
	monk	
	monster	
	mountain climber	
	movie director	
	mule-train driver	
	music professor	
	musician	
N	naval cadet	naturalist
	naval officer	navigator
	newspaper editor	nun
	newspaper reporter	nurse
	newspaperman	
	night watchman	
	nobleman	
	nuclear engineer	

Male

O

oceanaut
office clerk
officer
optical physicist
overseer
owner

P

paint roller inventor
painter
parish priest
park ranger
pedlar
Pentagon spy
photographer
physical education teacher
physicist
pilot
pioneer
pirate
poet
police
police chief
police constable
police deputy
police inspector
police officer
police patrol sargeant
police sargeant
policeman
postage stamp designer
postage stamp engineer
postman
president of country
press officer
priest
prince
prime minister
private investigator
professional baseball player
professor
prophet
prospector
provincial cabinet minister
provincial Minister of Environment
Provincial Premier
psychologist
pulpwood cutter

Female

O

office worker

P

painter
pioneer
poet
police magistrate
postage stamp designer
princess
principal
psychiatrist

	Male	Female
Q	quarryman	queen
	quartermaster	
R	RCMP	radio commentator
	RCMP officer	ranch owner
	race announcer	receptionist
	racing car driver	restaurant owner
	radio announcer	rocket woman
	radio news announcer	runner
	radio reporter	
	railway sleeping car inventor	
	railway worker	
	ranch foreman	
	ranch hand	
	rancher	
	ranger	
	reeve	
	referee	
	rental agent	
	reporter	
	rescue worker	
	research biologist	
	researcher	
	revolutionary leader	
	robber	
	Roman soldier	
	runner	
	running coach	
S	sail-maker	saleslady
	sailor	school principal
	salesman	science fiction editor
	sargeant	scientist
	sawmill employee	school principal
	sawmill manager	seamstress
	saxaphone player	secretary
	scientist	senator
	scholar	servant
	school bus driver	singer
	school porter	slave
	school principal	social worker
	school superintendent	sorcerer
	scientist	stenographer
	sea diver	streetcar driver
	seal hunter	speedskater
	seaman	swimmer
	secret agent	
	secretary	
	shepherd	

	Male	Female
S	ship captain ship's quarter master ship rescuer show salesperson singer ski-jumper slave slave master slave owner snowblower inventor snowmobile inventor soldier space colonist space prophet spaceman Spanish nobleman sportsman spring skate inventor spy steam foghorn inventor steel worker stockman stone mason store owner storekeeper street merchant strike group leader surgeon surveyor	
T	table hockey inventor tax collector tax official taxi dispatcher taxi driver teacher technician telephone inventor television producer television reporter T.V. show host thief tinker toll bridge keeper totem carver trader trainer tramp trapper treasure hunter tribal chief truck driver tutor	teacher teacher mother television show cook tennis player translator trapeze artist tutor typing instructor typist

	Male	Female
U	uncle	union organizer
	university researcher	university student
V	valley owner	
	veterinarian	
	veterinary surgeon	
	village elder	
	violinist	
W	waiter	waitress
	warden	weaver
	water jacket inventor	wife
	werewolf	witch
	whale boat captain	witch/crazy woman
	whaler	witch/magician
	wildlife manager	writer
	window washer	
	wise men	
	witch finder	
	wizard	
	wolfer	
	woodcutter	
	woodsman	
	writer	
Y	youth adviser	
Z	zoo director	zoologist
	zoo foreman	
	zoo owner	
	zoologist	

CLASSROOM ACTIVITIES FOR LANGUAGE ARTS[4]

1. Purpose

To have students identify sex stereotyping in classroom texts.

Project

Identify and discuss with students the roles and behaviour of male and female animals in children's stories or in cartoons.

Ask students to research the roles and behaviour of real male and female animals such as lions, spiders, sea horses, bears, and chickens; ask them to compare and contrast their findings with the behaviour displayed in the stories. Older students could then rewrite some of the stories, incorporating more realistic animal behaviour.

Discussion

The results of a variety of studies on school texts indicate that sex stereotyping is common. In much children's literature the sexism is easily identifiable -- variations on the "See Dick run, see Jane sit" syndrome. It is less obvious in other cases where, for example, there are no human characters in a story. Nonetheless, the images and behaviour presented in such cases often strongly reinforce traditional stereotypes. Discuss with the students the ways that wild and domesticated animals live and behave. Point out that the "nuclear" families carefully grouped together in zoos and aquariums often do not correspond to the groupings and roles of free animals.

Suitable for grades 3-7.

2. Purpose

To point out sex and racial stereotypes in children's readers.

Project

Students need some knowledge of stereotypes to perform this exercise which requires them to analyze stories they have already read. Have them pick out all the examples of stereotyping that they can find, both in the stories and in the illustrations.

Discussion

Ask the class if they think it is really true that, for example, boys are never scared, and girls are always silly. Point out that when people are told something over and over again, they gradually come to believe it regardless of evidence to the contrary.

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[4] These activities are adapted from Non-sexist Curricular Materials for Elementary Schools (B.C. Teachers' Federation, Status of Women Committee, 1974).

Follow-up

Have the children rewrite the stories in the readers or write new stories where, for example, boys are scared, or girls can run faster than boys.

Suitable for grades 4-7.

3. Purpose

To increase awareness of sexism in television commercials.

Project

Have students dramatize television commercials which do one of the following:

- portray women's delight in housework;
- show men's incompetency in housework or child care;
- use women to sell certain objects such as cars;
- suggest that a person will become a "real man" or a "real woman" using a certain product;
- show women and men in the traditional roles cf housewife and breadwinner;
- show that women compete with each other for things like the whitest wash, and gossip about each other;
- show that men like women who are beautiful, made-up, expensively dressed, not very bright, or smell like flowers;
- show that women like men who are strong, brave, rugged-looking, well-dressed, rich, or smell like leather.

Discussion

Discuss each advertisement presented in class in light of the students' experiences to see if it is an accurate portrayal. Have students respond to questions like these: does your mother really love washing the floor; does she always wear a dress when she does housework; is there any reason why fathers can't learn to cook as well as mothers; should we like or dislike people on the basis of their physical appearance; can mothers be friends with their neighbours instead of gossiping about them?

Suitable for grades 3-7.

4. Purpose

To encourage students to think positively about the possibility of a future without sex-stereotyping.

Many children are interested in science fiction and spend time reading comics or watching shows about the "future." Some of these programs are mainly concerned with new technology, whereas others emphasize alien lifestyles. However, all of them tend to assume that social relationships, including sex-typed behaviour, will be much the same as they are now.

Project

Have the class work on setting up a "utopian future society" in which people's lives are not governed by their gender. The "Utopia" should be given a name and can become as complex as time allows. One or more techniques can be used. They could write out ideas for a general scenario and then spend an afternoon acting out the roles of the people in their "Utopia"; they could design a big mural depicting the kinds of jobs people might do; they could make a model of a "Utopian" settlement; or they could put on a puppet show.

Discussion

The teacher should work in conjunction with the students throughout the project, discussing ways of presenting non-sexist roles in areas such as family structure, education, work, government, religious beliefs, and entertainment. This kind of discussion is probably more suitable for older students.

Suitable for grades 4-7.

5. Purpose

To help students identify and start solving personal problems related to sex stereotyping.

Project

Divide the class into small groups. Each group assumes the role of "Sandy," a children's counselor for a newspaper. Have the group read one or more of the following "Letters to Sandy," discuss the problems and write a reply. The class then can get together to compare the different solutions suggested and decide which are best.

Letters

Dear Sandy,

My grandmother gave mom her old piano and I want to have music lessons so I can play it properly. My dad says playing piano is sissy and why don't I take hockey instead. My dad's a fireman and he's pretty good about things usually. How can I get him to let me have music lessons?

From Tom

Dear Sandy,

My brother gets to do all kinds of things that my mom won't let me do because I'm a girl. I'd like to go down to the park on the bus to play ball with my friends. Also, I'd like to help my dad when he's fixing the car. My brother doesn't get told off for climbing trees or cruising around on his bike, but I do. My mom says I'm a tomboy and should learn to act more ladylike. What can I do?

From Shelley

Dear Sandy,

I really have a problem. Would you believe it, my mom wants to show me how to cook! She says everybody should know what food is good for you and how to prepare it, but everyone knows cooking is for girls. I must admit in some ways it might be neat to bake cookies and things, but all the guys would laugh at me if I said I was staying in to cook! How can I persuade mom to let me off the hook?

From John

Dear Sandy,

I really like my girlfriend, but sometimes she makes me sick and really irritates some of the other kids in the class. She's always playing up to our teacher, offering to do everything and putting up her hand to answer all the questions. She never argues with the boys in the class. I know she's not really like that because when she's with me she's pretty strong-minded and has lots of neat ideas. How can I get her to act less goody-goody in class? Should I tell the teacher?

From Betty

Role Playing Activities

Choose students to act out the situation. After the play, the entire class could be involved in restating the positions, arguments and feelings related to each role.

1. A girl who is a very good ball player asks the coach if she can join the Little League team. The team needs good players, but the coach says, "No, because you're a girl."

2. Dinner table conversation (of a one- or two-parent family): parent(s) react when their son says he wants to learn how to sew; the son offers reasons. Encourage children to consider how this might occur in their own families, as well as how it might occur in others.

3. Dinner table conversation: A mother wants to go back to school to become a doctor, but her studies will take a long time. The family members react, each arguing his or her own positions.

4. Family conversation: A father wants to quit his job and relax with his family. The family react, and money problems become an issue.

5. A daughter tells her father that she wants to go out with him and learn about repairing the car.

6. Dinner table conversation: The subject is the children's future careers. The son wants to be a secretary; the daughter wants to be a lawyer.

LANGUAGE ARTS CHECKLIST

Teachers should examine the teaching materials they use with a critical eye to the kind of stereotypes portrayed and the messages given. They should decide whether the material is suited to individual students and their needs.

Does the literature relate to the lives and experiences of students? Does it help them to understand and deal with problems in their world? Is there better material? Will each child be able to see him/herself represented? Does the literature foster a good self-image and encourage acceptance of oneself?

Below is a checklist that can be used for evaluating sexism, one of the types of bias found in classroom materials.

CHECKLIST FOR EVALUATING SEXISM IN READERS[5]

Teachers should examine each book they use in relation to the points listed below:

	MALE	FEMALE
1. Number of stories where the main character is:	___	___
2. Number of illustrations of:	___	___
3. Number of times children are shown:	___	___
- playing actively	___	___
- using initiative	___	___
- showing independence	___	___
- solving problems	___	___
- earning money	___	___
- receiving recognition	___	___
- being inventive	___	___
- participating in sports	___	___
- being passive	___	___
- acting helpless	___	___
- acting fearful	___	___
- receiving help	___	___
- playing quietly	___	___
4. Number of times adults are shown:		
- playing with children	___	___
- taking children on outings	___	___
- teaching skills	___	___
- giving tenderness	___	___
- scolding children	___	___
- in biographical profiles	___	___
- in different occupations	___	___

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[5] This checklist is taken from the Provincial Advisory Committee on Sex Discrimination Publication (Department of Education: Victoria, B.C.).

5. Ask these questions:

	MALE	FEMALE
- are boys allowed to show emotion?	___	___
- are girls rewarded for intelligence rather than for beauty?	___	___
- are there any derogatory comments directed at girls in general?	___	___
- are mothers shown working outside the home in a wide range of jobs?	___	___
- are there any stories about one-parent families? families without children? are babysitters shown?	___	___
- are minority and ethnic groups treated naturally instead of stereotypically?	___	___

CAREER DEVELOPMENT

Gaining an understanding of work and developing career plans is an important part of growing up. The choices people make are important because work has an enormous impact on lifestyle, economic options and general satisfaction.

Most elementary schools do not explicitly deal with career development for obvious reasons. However, the material and the occupational models in the texts present social patterns to students and teach them about adult work options.

The pattern presented is too often narrow, restricted and steroetyped by race and sex. Most women in texts are housewives and most men are income earners. Yet today, almost fifty percent of women are in the work force as compared to seventy-seven percent of men. Although the gap is narrowing in terms of labour force participation, it is widening in terms of pay differential between men and women. As well, women are still being pressured to seek jobs in traditionally female occupations.

"The basic problem," according the Manitoba Women's Bureau, "would appear to be how to widen the narrow occupational perspectives of ... students, how to provide them with more information about the working world, how to give them a more realistic view of themselves as working adults and how to break through generations of socialization."

It is also the case in Canada that recent immigrants and Native people tend to be employed in low-paying unskilled occupations. This situation is often the result of discrimination, as well as a lack of formal education, familiarity with the language, and training for employment.

At the grade six level, students need as much information as possible to ensure that the vocational options they choose are based on knowledge, aptitude and interest and not on sex, race, class or tradition.

Career Development Learning Activities

1. Purpose

   To inform students about the Canadian labour force and to encourage aspirations based on interests and skills and not on race, class or sex.

   Project A

   Have the students design a poster-report on men and women in non-stereotyped occupations, based on library research or on interviews with parents or adult friends. Hang these posters in the classroom and refer to them periodically in general discussions.

   Project B

   Have each student write a report about a different occupation, discussing training, pay, and working conditions. Ensure that these reports are not stereotyped. Have each student draw a picture related to the occupation under study, and have the picture represent the sex and race least commonly found in that occupation. Have these reproduced in a book and give each student a copy to keep and share with parents and friends.

Project C

Have students read biographies and autobiographies of women and their work. Many of these autobiographies will likely be about women who have broken traditional occupational barriers. Have them discuss the difficulties these women faced and what the situation is like today. Be sure to include women from minority groups in these readings. Have students do an oral presentation on what they have learned.

See the Bibliography for reading suggestions and ask the librarian to assist students to find these biographies.

2. Purpose

To help students understand that both boys and girls become parents and that both men and women become wage earners.

Project A

Have the students investigate the home economics and industrial arts options at a nearby junior high school. Encourage them to understand that healthy people should be able to care for themselves, and that each person can learn to cook, sew, care for a home and do simple repair and woodworking tasks.

Invite a girl who is enrolled in an industrial arts class and a boy taking home economics to speak to the class about the courses. If boys and girls are completely segregated, ask the guidance counselor to explain this situation.

Project B

Visit a school where all students are required to take a variety of options, and both sexes are required to take non-traditional options. Look at the various shops and the work done in these courses.

School superintendents can give information on programs in their divisions.

Project C

Invite adults in non-traditional jobs to speak about their work. Include a female tradesperson, dentist or reporter and a male day-care worker or nurse. This may be expanded to include parents. If students are interested in unusual occupations, have them write to request information about that occupation.

WOW: The Winnipeg Women's Directory (1985), published in conjunction with Manitoba Education, provides names and short biographical sketches of women in all areas of the business world. Women listed in the Directory might be willing to act as speakers in the classroom. For information about the Directory, contact Tom Prins, Guidance and Counselling Consultant for Manitoba Education.

3. Purpose

To evaluate the results of these projects.

Project

Poll students at the beginning of the year, asking them what they intend to do when they grow up and why.

Periodically, resurvey the class to determine if classroom activities are having any impact on the students' choices. See if more children feel free to choose a non-stereotyped role.

4. Purpose[6]

To encourage students to approach their language arts texts critically.

Project

Discuss the following quotations:

- "I discovered, at a relatively early age, that I was not a prince ... It is nice for boys to know that it is possible to be a sea captain, a sheepherder or a sheriff, but what is he to think when he takes an office or factory job, rents an apartment and enters the battle with urban dirt and cockroaches ... Pity the poor little boy who grows up into a world his reading books never prepared him for."[7]
- Approximately forty-five percent of all females in Canada are employed.
- Economists predict that nine out of ten females will be in the labour force for twenty-five years of their lives.
- Fifty-seven percent of the female labour force are married.[8]
- Many children, perhaps as many as one out of three, live in poverty.

Discussion

Discuss with the class the implications of these remarks. Compare the probable future of most boys and girls with the future described for them in children's readers and storybooks. Suggest that in these days of pollution, housing shortages, single-parent families, and working mothers, the happy, suburban, nuclear family portrayed in the readers is quite unrealistic.

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[6] Adapted from Non-sexist Curriculum Materials for Elementary Schools (B.C. Teachers' Federation, Status of Women Committee, 1974).

[7] Thomas Hine, "Education and You," Philadelphia Inquirer, February 6, 1969.

[8] See for Alternative Reading, Satu Repo, Marco and Michela (Toronto: James Lorimer, 1968).

Discuss ways the students could plan their futures on a more realistic basis, such as by reading stories about people in real-life situations and in all categories of jobs (not simply the professions); by watching films and videotapes showing the insides of factories and offices; and by listening to speakers in the classroom. Students should be encouraged to consider possibilities outside the traditional sex-typed job classifications.

Suitable for grades 6-7.

SOCIAL STUDIES: ANALYSIS OF APPROVED TEXTS

Criteria Used to Analyze Texts

Many of the approved social studies textbooks examined in this survey present various forms of bias with respect to race, sex and class. In addition to this assessment, teachers may want to refer to the Manitoba Indian Brotherhood study, The Shocking Truth About Indians in Textbooks!, for an analysis of the distorted way Native people have been presented in social studies materials.

To overcome the bias in these materials, teachers may need to create new units of study. Therefore, a list of suggested topics, a bibliography and a set of classroom activities to confront the most obvious omissions or distortions are included in this survey. They can be used in addressing some of the important concerns in our society: Native land rights, the Quebec question, the human rights movement, and various international issues.

Bias in social studies materials can be classified by using the following categories: bias by defamation, bias by cumulative implication, bias by inertia, bias by distortion or stereotyping, and bias by obliteration.[9]

1. Bias by defamation involves slandering or misrepresenting individuals or groups.

   Slanderous statements are particularly evident in material dealing with racial or ethnic minorities. Grouping words like "stone-age," "savage" and "war-like" in conjunction with Indians is extensive. In contrast, adjectives used to describe white settlers include "hard-working," "intelligent" and "kind."

   In fact, almost no settlers in western Canada were killed by Indians, and thousands were kept alive by the knowledge and support given to European pioneers by the Indian and Métis people.

   The textbook treatment of black slaves has similar racist overtones. Most texts reviewed which deal with black slavery offer a very sympathetic view of slave owners, insofar as black slaves are pictured as happy, contented and primitive people. Overlooked is the fact that thousands of deaths occurred as a result of slavery and that the long and intense struggle for freedom involved not only slaves but also whites who understood the injustice and violence of slavery.

2. Bias by cumulative implication involves looking at whole units of study and analyzing the cumulative effect of many small pieces of information. This includes bias by commission and omission.

   Many of the texts reviewed picture women as possessions of men. In the phrase, "farmer Brown and his wife," for example, the wife has no name, no work, no importance. In isolation, criticism of such phraseology can be seen as minor or silly, but when phrases recur continuously, the cumulative implications are different: women are insignificant except when viewed through their relationships to men.

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[9] These categories are adapted from those presented by McDiarmid and Garnet in Teaching Prejudice (Toronto: Ontario Institute for Studies in Education, 1971).

The "tourist brochure view of the world" that many texts present is further misleading. This method of viewing the world tends to see countries as picturesque and foreign peoples as "happy peasants, living simple lives in little mud huts." Even the casual observer of any newspaper knows there is more to South Africa than pretty beaches and lovely parks and more important information to understand about Chile than that it has beautiful mountains. The world is full of conflict. Most elementary students know this. They may have a friend from a country such as Chile or Vietnam; they may know who Idi Amin is; they certainly know that violence occurs right in their own neighborhoods.

Another form of bias can be understood by observing what is omitted from the texts. In those reviewed, the following omissions were noted: women's contributions, the struggle for suffrage, the role of labour and labour movements, the impact of change on ordinary people. The multi-ethnic character of Canada is rarely acknowledged. Nor is there a significant acknowledgement of the waves of immigrants -- why they came, what they experienced and what they have contributed to Canada. The cumulative implication of the material is that one group -- Anglo-Saxon, middle-class males -- are responsible for all progress.

Nellie McClung's nineteenth-century critique of social studies texts remains true today: "How we scorned the dull brown Primer from which we had learned Canadian history! Written as it was from the top down with no intimate glimpses of the people at all."[10]

3. Bias by inertia involves the perpetuation of legends and half-truths because of a failure to keep abreast of historical research.

It is obvious from the textbook survey that in all subject areas from grades one to six, the pervasive stereotype of women is that of the happy housewife. In fact, nearly fifty percent of women (compared to about seventy-seven percent of men) are in the labour force. And while more women are employed today than ever before, women have always been essential to the economy of Canada. In the last century, women shared equally with men the work on farms. Few people then, male or female, were wage earners. During this century both men and women have begun to work for wages. Women have worked in factories and hospitals, as professionals and as unskilled workers. Many women have never married. Many support themselves and a family. These facts are rarely recognized.

People of non-European origin are poorly and inaccurately presented. In some cases, countries and people are seen from a narrow, nineteenth-century, colonial perspective. Developing nations and Third-World people are pictured as primitive and backward.

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[10] Nellie McClung, The Stream Runs Fast (Toronto: Thomas Allen, 1945), p. 135.

In some cases, the authors of the texts seem to be completely uninformed about the subjects with which they are dealing. Inuit people are pictured as living in igloos and driving dog sled teams in spite of the fact that this lifestyle is very rare. As well, the Inuit are referred to as Eskimo which is a name they object to being called.

The view of Louis Riel and the early native people is also one-sided and reflects inadequate research. Riel is presented as "hasty and rash," as manipulative or crazy. Modern researchers, however, often picture him as visionary: the issues for which he fought, land rights and bilingualism, are still central concerns in Canada today.

4. Bias by distortion involves the failure of researchers to ensure that information about issues is accurate. This often includes stereotyping by which all people in a definable group are seen as the same.

Common stereotypes found in the material include the following: people near the tropics are primitive; women are happy homemakers; Indians are drunken and violent; rulers are kind and initiate all important changes. The Indian people are treated as a homogeneous group although in fact they belong to many tribes, speak many languages and have a variety of cultural and political backgrounds.

Statements, such as the "Beothuks disappeared" or "like children [the Métis] turned to the man they could trust: his name was Louis Riel," are sad distortions of history. The Beothuks did not disappear, but were decimated. The Metis were not children--Riel was chosen as a leader because he best articulated the views and aspirations of the Native people in the Red River settlement.

5. Bias by obliteration occurs when important historical issues or incidents are not presented at all.

The construction of the railroad is discussed without an acknowledgement that much of it was built by Chinese labourers. Intricate and detailed discussion of elections is presented without a mention of the long struggle of women to gain voting rights. Nowhere is treatment given to the incarceration of the Japanese during World War II or, for that matter, to Winnipeg's largest and most important strike, the one of 1919. Pre-colonial Indian culture is also ignored. These events are important in shaping a student's understanding of the world.

The job of a social studies teacher is not to protect students from reality but to teach them to learn, to understand, and to analyze. No one can hide from historical truths; nor should any one try to romanticize world history or gloss over conflict. To do so makes a sham of the learning process, not only in the view of concerned adults but also in the view of sensitive and intelligent elementary school students.

Evaluating Historical Evidence[11]

1. Kinds of Evidence

   a) Primary Sources: First hand information recorded at the time of an event. Primary sources can include letters, diaries, reports, official documents, maps, drawings, paintings, photographs.

   b) Secondary Sources: Historical accounts often recorded sometime after events have occurred perhaps by people who were not directly involved. Reports made by police or newspeople following an accident are examples of secondary sources used daily.

   c) Reconstructed Narratives: Sometimes after examining primary and secondary sources, an individual attempts to reconstruct an event, usually from the point of view of someone involved in the experience.

2. Weighing Evidence

   a) How reliable are the sources? Is the individual a trained observer or a casual one? Can the recorder be trusted to provide accurate detail?

   b) What are the recorder's biases? Language, culture, sex, socio-economic position, education, and degree of involvement all affect an individual's interpretation of events.

   c) How do we distinguish between fact and opinion? A fact can be checked for accuracy, whereas an opinion is a conclusion about events which may or may not be based on fact.

   d) How do we deal with conflicting evidence? When divergent viewpoints are given, it is difficult to sort out what really happened. Each account must be carefully evaluated.

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[11] Adapted from David Smith, et al, Canada: Discovering Our Heritage (Canada: Ginn and Company, 1977), pp. x-xxi.

PUBLISHER: Gage
TEXT: Here's How It Happens (1978)
GRADE LEVEL: 5

General Comments:

In this brief, but excellent booklet on the rationale and workings of the three levels of government in Canada, the language is often specialized and the information presented in game form. The brainstorming techniques promote learning and the visuals are most appropriate. No sex biases or stereotyping occur.

PUBLISHER: Ginn and Company
TEXT: Canada: This Land of Ours (1976)
GRADE LEVEL: 5

General Comments:

This text works well as a regional geography resource, having a liberal sprinkling of maps, charts, and graphs which are clear and pertinent to the materials discussed. The authors have also made a good attempt at eliminating sexist language.

There are, however, flaws related to sexism in This Land of Ours. Women are mentioned as the second part of a "Mr. and Mrs." team or as farmers, for example, but the variety of their responsibilities and the stamina they must have are not mentioned specifically. Secondly, the visuals do not provide an accurate reflection of Canadian daily life insofar as women and girls are noticeably under-represented. The few visuals including females show them engaged in menial jobs where no machinery or technology is involved. The preface to the text begins with the old proverb, "I hear and I forget, I see and I remember, I do and I understand"; but students who see this text and its pictures will not view an accurate reflection of daily life. The text never refers to unemployed people, to single people, to elderly living at or below the poverty line, or to women in non-traditional roles.

Teachers are well advised to provide supplementary pictures/films/slides of Canadian women participating in an increasingly technological society, as well as of men and women participating in non-traditional occupations and careers.

p. 4 Problem: Given that several provinces host cultural festivals highlighting the rich cultures contributing to the Canadian identity, this comment seems to trivialize the contributions of different ethnic groups: "At times they may seem like a tossed salad, mixed together."

Suggestion: The contributions of several ethnic groups to life in Canada can be briefly discussed.

p. 6 Problem: No mention is made of the Japanese Canadians in Vancouver: "The Chinese came to help build the railroad."

Suggestion: Pierre Burton's The Last Spike reveals the way the Chinese workers were treated/paid/exploited. Other resources for teachers' use are The Enemy that Never Was by Ken Adachi and A Child in Prison Camp by Shizuye Takashima. Both discuss the treatment of Japanese Canadians during World War II, and teachers might want to refer to this information since the Japanese are ignored in This Land of Ours.

p. 9 Problem: "Laws have since been passed to stop much of this discrimination."

Suggestion: While some good discussion of the problems faced by black people in the Maritimes appears here, it is superficial to say that the passing of several laws actually stops discrimination. Instead, the current high incidence of unemployed Maritime blacks indicates a more subtle, but nevertheless insidious, type of discriminatory hiring practice. The text seems to indicate all these problems existed in the past, but no longer exist. These passages could lead to a fuller discussion of racism and ageism in hiring.

p. 10 Problem: "In 1816 William Dickson bought the whole of Dumfries township from Joseph Brant, a Mohawk Indian chief ... [who] ... was selling it on behalf of the Six Nations Indians. The price of the land was one dollar an acre ($2.50/ha)."

Suggestion: The class should consider whether this price was fair at that time and what that land would be worth today. Teachers might help students to explore what happened to the Six Nations Indians, since no further mention is made of them.

Comment: The visual, portraying a northern Native woman engaged in smoking fish, provides a positive role model.

p. 22 Problem: "Why is a ladies' clothing store more important than a man's clothing store for the success of a shopping centre?"

Suggestion: Students can engage in a discussion of the relative cost of men's and women's clothes. They might consider whether society "requires" women to have more extensive wardrobes than men and whether these requirements are reasonable or necessary.

p. 20-22 Problem: The discussion of "The Suburb" does not mention lower-income people or their needs.

Suggestion: The class can use brainstorming techniques to gain understanding about the needs of those who, for example, cannot afford to run a car or to have corrective dental care.

p. 23 Problem: Question "22" fails to probe for solutions to the problem of dirty or polluted air.

Suggestion: Students should consider how to form a lobby group, whom to approach, or which level of government to contact.

p. 34 Problem: "The people in this underground [mining] building are all men. In the future, women will probably be working there, too."

Suggestion: Teachers can write for more recent statistics of women employed by Inco in Thompson. They might also ask for the name(s) of some worker(s) with whom the class could correspond about working conditions or opportunities in Thompson.

Comment: It is good to see the Thompson, Manitoba "Business and Professional Women's Association" mentioned.

p. 58 Problem: "White men ... from the South ... will ... take our daughters, our wives, even our mothers. Divorce rates will increase, and children will be left homeless."

Suggestion: This statement is sexist in that exploitation of the northern population would also include men who would be attracted by the lure of high wages and steady(ier) employment in the South. Teachers could also mention that youths tend to leave Native communities as they may be temporarily attracted by the "bright lights" and the excitement that cities seem to promise. As well, they should point out that native marriages are as sound and as enduring as those of other cultural groups.

p. 60 Comment: The work and life of Inuit artist Pitseolak are well portrayed.

p. 61 Problem: Question "2" verges on ageism, showing a negative bias toward the elderly.

Suggestion: Questions could be phrased more positively: what does your community have to meet the needs of older men and women?; have you phoned/written/visited your grandparent(s) lately? Urban or rural teachers could invite older individuals to the school to be interviewed or to tell a story or to attend a singsong with discussion to follow.

p. 62 Problem: "Inuvik" is defined as the "place of man": "Inuvik is the largest and most important Canadian centre north of the Arctic Circle."

Suggestion: Teachers should explain that "man" really means "people" or "humans." This is subtle sexism as no other place name has been translated. The definition seems to place "man" at the centre of the universe.

p. 72 Problem: Vague and superficial coverage is given to immigration: "Some people came for religious and political freedom."

Suggestion: This is an opportunity for students to research intensively the different ethnic groups who arrived on the Canadian Prairies. As Canadians, students of this decade may not understand what not having "religious and political freedom" means.

p. 80 Problem: "One of the biggest efforts to help agriculture in the Prairies has been the South Saskatchewan project."

Suggestion: Not mentioned in the text, the negative effects of the Gardiner Dam of the South Saskatchewan River project could be discussed by the students. They might also explore the very real disruption of the way of life at South Indian Lake in Manitoba.

p. 85 Problem: The caption "Mother and young ones" under a picture of pigs is inappropriate; "mother" refers to women.

Suggestion: Teachers should substitute the term "sow."

p. 85 Problem: The Grain Exchange visual shows no women traders, implying that women do not pursue this avenue of financial activity.

Suggestion: Teachers can explain in a simple way how trading works, and then take the class to the Winnipeg Grain Exchange as a follow up; further, a series of "Grain Exchange afternoons," where students buy and sell different "commodities" in a simulation game, could be staged.

p. 115 Problem: The sport fishing visual reinforces family stereotypes: the man is fishing, the woman is cooking, and the female child is passive.

Suggestion: Students can discuss the range of family roles within the home and while on camping trips; the range should reflect the reality of the decade.

p. 123 Problem: The visual shows two cowboys on horseback; no women are pictured as ranchers or participating in the hard work of running a ranch.

Suggestion: Women's contributions to ranching operations (branding, riding herd, dispensing veterinary care) can be explored.

pp. 130-131 Problem: The visual implies that only men race dories and watch these races. The caption implies an exclusion of women from "parades, fisheries, exhibits, scallop shucking, and fish filleting contests."

Suggestion: Students should come to the realization that few sports today do not include female participants. Girls are expected to develop an active lifestyle over the years in physical education classes, just as boys are.

p. 130 Problem: The introduction implies that German people settled this area of Atlantic Canada, yet "Potter" is not a name of German extraction: "Mr. and Mrs. Potter and their four children live at Fortune."

Suggestion: A letter writing project could be undertaken; the class could write to students in different Maritime towns and cities for information on their family names.

p. 135 Comment: Mr. and Mrs. Potter's participation in the fishing industry is fairly portrayed. It is also specified that the family needs Mrs. Potter's wages: "together they earn enough money for their family."

p. 136 Problem: The menu uses outdated language: "Ilkalu, as the Eskimos call it, is found nowhere else in the world."

Suggestion: Teachers should point out the appropriate cultural name, "Inuit."

pp. 144-145 Problem: Four of the five visuals show male pulp-and-paper workers only, implying that women do not participate in jobs in this industry.

Suggestion: Students can discuss the kinds of skills individuals need to work in the pulp-and-paper industry. They can consider whether both men and women have these skills.

p. 146 Problem: Alma Walsh's supervisor is " ... Bob Pulling at head office in Montreal. Bob was down a week and trained us on [computer pricing]." "Bob Pulling" is not a typical name in the Montreal area. Also, the idea is conveyed that men inhabit "head offices," and periodically they come "down" to train women workers like Alma.

Suggestion: Students should seek out information on the percentage of people having Anglo-Saxon names in the city of Montreal. They can then determine if "Bob Pulling" is a likely name for a manager from Montreal.

p. 146 Problem: Question "2" hints at, but does not spell out clearly, the influence on peoples' lives of computer technology.

Suggestion: This is an excellent opportunity to explain job retraining opportunities, and to discuss how individuals are to interpret their place in the order of things as their jobs are taken over by technology. Students should consider how best to prepare themselves to be part of the work force in twenty years time. They should recognize that it is important, particularly for girls, to gain computer training before reaching adulthood.

p. 149 Comment: The visual showing a woman fruit farmer on a ladder may be a problem insofar as it was explained on page 124 that girettes are making ladders obsolete in many orchard jobs. Again, men are pictured operating farm machinery, implying that only men are capable of operating it.

p. 197 Problem: Again, only men are pictured operating farm implements.

Suggestion: Students should consider the differences in wages that people earn, working with and without machinery. This is an ideal opportunity to introduce students to the wage differential existing in Canada today. If women are prevented from taking more skilled jobs because of gender, their earnings will be forever lower than those of male co-workers. Students can be asked if girls in the class would agree to accept $ .60 allowances if boys were to be given $1.00 allowances. They should be informed that this represents the wage differential that currently exists.

p. 200 Problem: Catherine Parr Traill's description of a cabin raising bee is mentioned briefly.

Suggestion: Teachers might comment on the countless long hours pioneer women spent under adverse conditions preparing enough food to satisfy the builders' appetites. Lack of refrigeration, "green" wood that would not ignite and burn easily, and rambunctious younger children needing care meant late hours at night spent in food preparation for such an event. As well, students should become familiar with the full name of this writer and naturalist: many children at this level may well be interested in a pioneer who retained her birth name in the 1800's.

p. 201 Problem: The visual depicting the making of soap does not convey the dangers inherent in that necessary activity.

Suggestion: Students should research the process by which lye soap was made, in order to recognize that these women faced the danger of being splashed with boiling lye solution. They should also recognize that the care of small children had to continue while the soap was being made.

p. 204 Comment: The account of the work done by tobacco farmers Joe and Theresa Schafer is well-balanced, mentioning the specifics of their shared responsibilities.

p. 206 Problem: The visual portrays women working at a repetitive job, sorting tobacco leaves on conveyor belts, while men are buyers or inspectors and attend a warehouse auction.

Suggestion: Students can discuss which types of jobs in the tobacco industry would be more interesting, what skills would be required, and whether both men and women could attain these skills.

p. 208 Problem: Visuals of men operating farm machinery seem to indicate the exclusion of women from these jobs.

Suggestion: Women are full partners in the daily running of farms, putting in as many hours as men farmers. Students could list all the jobs needing attention in a farming operation.

pp. 212-215 Problem: In the discussion of the cosmopolitan nature of the city of Toronto, the large Italian community is ignored, constituting ethnic bias by omission.

Suggestion: Students could contact the Italian Canadian Cultural Centre at 556 Notre Dame, Winnipeg (phone: 772-3090) for specifics on the Italian community in Manitoba. Further, the Italian Canadian Women's Alliance, 756 Ossington Avenue, Toronto or the Italian Cultural Institute, 111 Avenue Road, Toronto (phone: 925-2512) could be contacted for information about life in Toronto's Italian community.

Note: The Multiculturalism Centre of Manitoba Education Library (phone: 945-4015) has an Ethnic Directory of Canada to assist teachers with names and addresses of ethnic groups to contact in any Canadian province.

p. 214 Problem: "An East Indian immigrant in Canada ... noticed baby-sitters (Indians always take their children with them)." This implies that all East Indian parents always take their children whenever they go out of their home.

Suggestion: Students can investigate the validity of this statement by interviewing people of East Indian extraction. If the statement is found valid, investigate the reasons behind this practice.

p. 215 Problem: The picture of Ukrainian newcomers on a train platform in 1911 is incompletely dealt with in that no explanation of their fears, alienation, or industry is given.

Suggestion: Teachers can briefly describe the unhappiness some of these people had experienced in Europe, as will as the inhumane treatment some received at the hands of immigration officials in, for example, Winnipeg. Their travelling under filthy and overcroweded cattle car conditions could not have produced happier faces than those depicted. Much has been printed for class research on John Sifton's recruitment procedures, as well as on the reasons immigrants were needed in Canada.

p. 223 Problem: The visual depicts a "blighted" area with campaign signs inviting a vote for "John Brazill." This tend to reinforce the stereotype that all politicians must be male, this being the only political sign in the text.

Suggestion: The class should discuss women politicians in Manitoba and in Canada and perhaps write to ask them of their early political involvement.

pp. 224-225 Problem: Ending this text with information on recreation seems, at first glance, positive. However, many students and their families have access neither to the equipment necessary for skiing nor to the money needed for transportation to "escape from the city on weekends." This section ignores the fact that many, many families do not have incomes that would encompass recreational activities of the types described.

Suggestion: Students can discuss what they do for leisure activities, suggesting viable alternatives for constructive use of free time that can be enjoyed near home or through the school.

PUBLISHER: Macmillan Company of Canada
TEXT: The Macmillan School Atlas (1976)
GRADE LEVEL: 5

General Comments:

Although this book has an inauspicious beginning because of sexist language and an outmoded illustration of a man holding the world (globe) in his hands, the rest of the atlas is written/illustrated more accurately. Particularly informative is the gazetteer information concerning Inuit people, status Indians, Metis people, and non-status Indians in Canada today. An interesting addition would be a map series updating areas of colonial influence in North America.

p. 7 Problem: The sexist language used here ignores at least fifty percent of the students. "Man has known for years that the planet on which he lives is a sphere."

Suggestion: Teachers should pluralize this statement, using "People" in place of "Man". The sexism inherent in the illustrations seems to imply that men control the world.

PUBLISHER: Prentice-Hall of Canada
TEXT: Working for Canadians (1979)
GRADE LEVEL: 5

General Comments:

Working for Canadians is a clear introduction to different levels of government and the ways they operate for Canadians' benefit. There are no overt biases; in fact, girls and women are appropriately portrayed in drawings and photos in a wide variety of active roles such as the following: bus driver, T.V. announcer, x-ray technician, scientist, teacher, librarian, mayor, judge, lieutenant governor, monarch.

PUBLISHER: Fitzhenry and Whiteside
TEXT: Canada: Growth of a Nation (1980)
GRADE LEVEL: 6

General Comments:

This text is highly recommended. It offers a balanced view of the early history of Canada, and includes interesting and lively personal sketches that emphasize the lives of ordinary people. Women, generally ignored in earlier texts, are introduced here. But the exclusion of women from politics is not discussed until page 256. The subordinate position of women in the 18th and 19th century should be discussed earlier, to help students understand why women are not represented in the chapters on political organization; why, for example, the delegates to the Charlottetown Conference pictured on page 200 are all men. Students should not be allowed to assume that this exclusion is normal and right.

The first fifty pages study Native history and culture comprehensively, with sufficient detail to transcend stereotypes and to help students realize that "Each group was as different from the other as the English are from the French."

p. 88 Problem: "Missionaries came to New France to convert the Indians. They thought it was important to save their souls ..."

Suggestion: More explanation is needed here. Teachers can refer to earlier sections on Native religion to avoid the suggestion that the Indians were without religion.

p. 89 Comment: Women are dismissed here by being mentioned with the small children as though they were of no help to the fort. The irony of the slogan of Madelaine's father--"Gentlemen are born to shed their blood"--should be discussed.

p. 147 Problem: Poor sentence structure here leads to lack of clarity: "If students (usually boys) misbehaved, they were hit on the hand or the bottom with a birch stick."

Suggestion: The ambiguous meaning should be examined. The writer may mean that only boys were students, that only boys misbehaved, or that only boys were punished in this way.

p. 159 Comment: By omitting a reference to all the skills that young women had to learn (baking, spinning, weaving, preserving, etc.), this passage is misleading: "Most students left school at about 14. Boys were apprenticed ... mothers tried to prepare their daughters for good marriages." The students may assume that girls spent their time being courted or learning etiquette.

p. 177 Comment: Students need more information here about the underground railroad.

p. 225 Problem: Sexist language is used here: "Horse-stealing ... proved the thief was a man."

Suggestion: Teachers can point out that this expression, "to be a man," reinforces stereotypes, by connecting courage with manliness.

p. 229 Problem: The issue of the exploitation of the Chinese labourers in building the railroad is not dealt with in this unit: "To the south, Andrew Onderdouk and his crews of Chinese labourers."

Suggestion: Teachers may want to make reference to supplementary material.

p. 258 Problem: "This type of cooperation seems foreign to women's nature."

Suggestion: This quotation must be discussed. Students should consider whether women are by nature uncooperative and what reasons they may have had for being reluctant to form unions.

p. 259 Comment: The term "suffragettes" is a diminutive implying that women struggling for the vote were to be taken less seriously than male "suffragists."

PUBLISHER: D.C. Heath Canada
TEXT: World Geography: Educational Challenges (1982 Canadian Edition)
GRADE LEVEL: 7

General Comments:

This text has only a few flaws and many strengths. It provides a logical discussion of the geographic and economic reasons people live where they do. There is a refreshing lack of sexist language through pluralization of terms; good female role models exist, and in many chapters occupations are clearly explained without gender bias. Changes to cultural values where industrialization has occurred are extensively discussed and throughout the text there are specific examples of enlightened attitudes.

p. 127 Comment: The positive role model here is typical of many in this book: "Sarah may become a demographer."

p. 218 Problem: Anna's letter to her Greek grandparents does not make any mention of her mother's activity in the family. She notes that her father is teaching at McGill, speaks English better than French, and drives her and her brother to the Quebec winter carnival. She says nothing of her mother which seems to imply that her female parent is non-participating and inactive, unworthy of mere mention in a letter.

Suggestion: The class can consider the kinds of activities -- other than the pursuit of language skills -- likely to engage an adult newly arrived in Montreal from Greece. They can consider whether there would be any differences in the efforts of women and men to become acclimatized to the new country.

pp. 270-271 Problem: The description of the rather lavish lifestyle of Roberto Diaz in Argentina may seem quite enviable to students; they may also think Diaz's situation is the norm in Argentina.

Suggestion: Students should discuss this statement: "Not much of the ranch's profit goes into farm improvements. The family uses most of the money it earns to acquire more land." They should consider what the consequences are for farm workers if landowners use profits this way. This type of treatment of employees can be contrasted with the treatment of employees in companies such as Toyota and Hitachi (studied in the unit on Japan).

p. 281 Problem: No mention is made of the exclusion of women from debating in the Greek senate nor of the denial of the importance of women and their influence in ancient Greek philosophy: "The Greeks are credited with the democratic form of government. They developed an organized form of thinking called philosophy."

Suggestion: Students might research current information on the inventive ways Greek women worked around restrictive Greek laws.

p. 433 Comment: The book is good in its tendency to refer to enlightened attitudes, as the following suggests: "Kemal Ataturk ... wanted to make Turkey into a modern, Western country ... For years, the custom among Muslim women was to cover their faces with veils. He outlawed the ... veil. He gave women equal rights. He separated politics from religion."

PUBLISHER: George Philip and Son, London
TEXT: Philips' New School Atlas (1975)
GRADE LEVEL: 7

General Comments:

There is a great emphasis on physical maps in this atlas, and not enough emphasis on political maps. Most obviously lacking are political maps for Mexico, India and China (all large countries). The fact that the atlas is printed in England accounts for the detailed political map of the British Isles. If other areas of the world are studied, however, supplemental atlases are required.

PUBLISHER: Macmillan
TEXT: Introducing Earth (1973-74)
GRADE LEVEL: 7

General Comments:

These books should be used with caution. They are written with a very strong British bias, often putting non-whites in an unfavourable light. Since the author emphasizes traditional lifestyles rather than modern, teachers will have to do some research into this neglected area. Sex bias is most obvious in the use of the words "white men," rather than "white people."

PUBLISHER: Macmillan
TEXT: Deserts and Savannahs of the World (1970)
GRADE LEVEL: 7

General Comments:

Though the author occasionally uses the words "white people," more often the words "white men," "he," and "him" are used as all-inclusive descriptions.

The traditional lifestyles of groups are emphasized in this book, which reinforces incorrect stereotypes. The author qualifies most descriptions with a short blurb explaining modern-day life, but these explanations should be given first to clarify the differences between modern and traditional life-styles. On the positive side, however, the author always describes the duties of men and women in each particular group.

As in the other books in this series, the author makes unnecessary (and often unjustified) editorial comments which sound judgmental.

p. 7 Problem: This reference to the pygmies is not necessary: "... like the pygmies."

Comment: Teachers should answer questions arising from this statement that indicates that the group is much larger than it is, and that they are at a great disadvantage because they lack certain skills.

p. 10 Problem: Sexist language is used here: "and only his little store stands between him and his death."

Comment: The author used "him" and "he" rather than the more balanced plural pronouns that teachers can use to include females.

p. 13 Problem: The text indicates that the Aborigines still live in the traditional manner in the deserts.

Suggestion: Students should be made aware of the modern lifestyles of Aborigines. The World Book says: "Today, there are only 135,000 Aborigines. The majority of them are part Aboriginal and part European. Probably fewer than 50,000 are of unmixed ancestry. Most Aborigines today have been influenced by European-Australian customs. Very few follow their traditional ways, even in a modified form." Students might do research to discover what occupations Aborigines are involved in.

p. 18 Comment: The phrase "less than a third" should be given before the detailed description of lifestyle.

p. 18 Comment: The book seems to indicate that adapting European ways is the ultimate experience for Aborigines: "A few Aboriginals live exactly like the Europeans."

p. 21 Comment: This description seems to be insulting: "Hook-nosed Bedouins."

p. 25 Comment: This comment is good in that it discourages the ideas that the mentioned people are the only groups: "we can tell here of only a tiny fraction of the desert peoples."

p. 30 Problem: The word "Eskimos" is used.

Suggestion: Teachers can point out that this group prefers to be termed "Inuit."

p. 31 Comment: An actual description of the odour within the igloo would be more appropriate than the vague phrase "rather smelly."

p. 32 Problem: "Eskimos are happy and cheerful people ..."

Suggestion: This description is inappropriate in a factual text, and teachers should point out that it seems patronizing.

p. 32 Problem: This tends to make white people look like spreaders of disease: "Diseases brought by the white man ..."

Suggestion: Teachers can explain that the Inuits did not have antibodies in their systems to fight the new diseases. This often happens when two peoples come in contact with each other.

p. 33 Problem: An editorial judgment is made here: "... hardly makes up for these unfortunate results."

Suggestion: A factual text is not the place for a judgment like this, although teachers should encourage students to look at both sides of the issues.

Students need to know that most Inuit people now live in small towns or settlements, and no longer depend exclusively upon fishing and hunting for their food. They might research the modern lifestyles of the Laplanders and Samoyeds.

p. 46 Problem: Another inappropriate editorial comment occurs here: "the people are bored and irritable."

Suggestion: Students should consider why the author says this, and on what this judgment is based.

p. 49 Comment: Because the author put "European ways" in the sentence beginning "The Kikuyu of Kenya," it sounds like the Kikuyu are good farmers because of European intervention rather than because they are hard working.

p. 53 Problem: "Backward" is a derogatory term: "backward in education and science.

Suggestion: Teachers might substitute a better phrase like "lack modern skills." "Backward" reinforces the stereotype that this group of people is not as intelligent as white people.

PUBLISHER: Macmillan
TEXT: South of Capricorn (1970)
GRADE LEVEL: 7

General Comments:

This book is much less editorial than Tropical Forests of the World, a book by the same author in the same series. But teachers should be aware that the suggested activities often reinforce stereotypes and do little to further students' understanding of a particular group of people.

The book does provide factual material that can be useful if used to supplement the World Geography text.

p. 5 Problem: Sexist language is used: "retreated before the white men."

Suggestion: Teachers should use "people" instead of "men."

p. 8 Problem: An animal is judged unfairly here: "queer living creatures."

Suggestion: Students should be asked to consider by what standard of comparison this animal is judged queer. They should realize that because things are different does not mean they are queer.

p. 10 Problem: "Sheep men" is substituted at times for "sheep rearers."

Suggestion: Teachers should refer to "sheep rearers," the more appropriate name since it includes men and women.

p. 38 Problem: The author should have used "children" here instead of "boys": "little black boys."

Suggestion: Teachers might point out that this phrase is objectionable, since it reinforces the idea of blacks as poverty-stricken slaves.

PUBLISHER: Macmillan
TEXT: *Tropical Forests of the World* (1970)
GRADE LEVEL: 7

General Comments:

This book is extremely ethnocentric from a British point of view. The teacher should be prepared to clarify many of the generalizations and editorial statements the author makes, if this text must be used in the classroom.

Some of the suggested activities reinforce stereotypes (for example, the activity requiring students to build a pygmy village). Rather than working with these exercises, teachers might instead emphasize similarities between our culture and others discussed. It is also important for teachers to have up-to-date information on the tribes described in the book.

p. 5 **Problem:** The paragraph beginning, "In some parts, in the early morning," promotes a romantic view of the forest, and is inappropriate in a factual text.

Suggestion: Students can be asked to ignore the adjectives and to rewrite the description.

p. 9 **Comment:** Since pygmies are described first, the false idea is reinforced that Africa is a country with millions of pygmies.

p. 9 **Problem:** A biased western view of the pygmies is given: "small but active and fierce"; "primitive."

Suggestion: Teachers might help students to place these judgments in perspective.

p. 11 **Problem:** Use of the word "strange" indicates that the author is judging these people's ways: "the women arrange their hair in strange fashions."

Suggestion: Students should recognize that although ideas differ, those that are unfamiliar are not strange or wrong.

p. 12 **Problem:** "Not all the forest tribes are pygmies."

Suggestion: Teachers should point out that *most* of these tribes are not pymies. For example, according to the *World Book* (1981), 150,000 of Africa's 478 million people are pygmies -- about 1 of every 3,000 people.

p. 12 **Problem:** The word "backward" is judgmental: " ... there are some very backward tribes in the Amazon."

Suggestion: Teachers should point out that western civilization is not the only acceptable way of life, despite what the author implies by his use of the word "backward."

p. 13 Problem: "The negroes who live furthest from more civilized people ..."

Suggestion: Again teachers should help students to recognize that the author implies the supremacy of western civilization.

p. 18 Comment: Discussion of the slave trade should be encouraged, although the questions on page 34 do not suggest this.

p. 19 Problem: "Very few white people lived for long in these colonies, for the climate is exceedingly unhealthy and uncomfortable." This statement should be qualified by a further phrase: "uncomfortable for people who are unaccustomed to it."

Suggestion: As the statement stands, students may get the idea that the African people must be continually uncomfortable and ill. Students must realize that these people are accustomed to the heat and humidity, and to this end they might compare the dryness of Winnipeg to the humidity of Toronto or Vancouver. The people in Africa probably do not notice the "perspiration oozing" -- an unnecessarily dramatic description.

p. 22 Problem: " ... the white man's inventions, such as refrigerators and air-conditioned houses."

Suggestion: Students must not be misled into thinking that there is a big gap between the abilities of black African and white people. Teachers might substitute the word "people's" for the word "man's."

Further, the advantages and disadvantages of the modernization of Africa, and contributions of Africans to western society, can be discussed.

p. 22 Problem: "the people are now quickly learning to build up their own civilization."

Suggestion: Teachers should point out that African civilization reaches back in time.

p. 23 Problem: The people described here as being in the process of "developing their own culture" have had their own culture from the beginning of time.

Suggestion: Teachers might use the word "change" instead of the word "develop," given that "culture" refers to the way any group of people lives.

p. 23 Problem: This statement suggests that in order to further their education, people in Africa must go abroad. "Some of the students go to European and American universities ..."

Suggestion: Teachers should point out that post-secondary education is available in Africa.

p. 32 Comment: This dramatization encourages the stereotype of happy men as simple, "singing as they go."

p. 36 Problem: The wife is as much a farmer as the husband: "farmer, his wife, and children."

Suggestion: Teachers should point out that the wife is also a farmer, not just an appendage of the male.

p. 43 Problem: Use of the word "civilized" here is inappropriate: "Most of the peoples of the tropical forests of Malaysia and the East Indies are much more civilized than the Semang and other pygmies."

Suggestion: At this point, students should recognize that the reference to civilization appears to stem from the false belief that only the modern western world can be considered "civilized."

p. 46 Problem: The paragraph beginning "There is none ..." shows extreme British ethnocentricity.

Suggestion: Students can list the advantages of living in an area in which weather patterns and daylight hours are constant.

p. 46 Comment: Teachers should substitute the word "people" for "men" in this phrase "and men of many other nations."

p. 47 Comment: The second paragraph seems to build from the assumption that changes are good for the people in the tropics.

p. 47 Problem: Ceylon is now called Sri Lanka.

Suggestion: Teachers might tell students that this was the first country in the world to have a female Prime Minister (1960).

PUBLISHER: Allyn and Bacon
TEXT: East Asia: China, Japan, Korea (1970)
GRADE LEVEL: 8

General Comments:

This book, no longer in print, must be updated if used. The information is not metric; the populations have changed quite drastically (though predictions made in the book are close to accurate); political movements have changed many of the policies and relationships. Also, an American bias is clear, and other cultures are sometimes treated unfairly or inaccurately because of this; all comparisons of country sizes, for example, are made with American states.

Despite the bias of this American publication, the author nonetheless attempts to explain the positive contributions of various groups of people. This occurs more often in reference to past history than to more recent history where the U.S. is involved. And since the author emphasizes the differences between the eastern and western parts of the world, teachers should help students realize the many similarities that are ignored.

Women are mentioned more often in the early part of the book than in the later part. In the discussion of modern history, women are only mentioned on pages 106, 122, and 136. The word "people" is used occasionally, while the words "man" and "men" are overused.

Throughout the book, the importance of resolving tensions between countries is emphasized. Teachers must be aware that the author's implied solutions rest on the abolition of communism. Students should be taught the advantages and disadvantages of both democracy and communism. Without denigrating communism, teachers can instruct students in the value of democracy.

p. 5 Comment: The phrase "Every schoolboy knows" is inappropriate on two counts: first, it is wrong to say that students everywhere in the world know this; and second, "schoolboy" is a sexist term.

p. 6 Problem: "After Commodore Perry's visit, Japan's leaders realized their country was backward."

Suggestion: Students should realize that this comment reflects American bias. The Japanese leaders may have realized they would have to progress in certain areas to compete in the world economy, but the word "backward" is an insulting overstatement.

p. 6 Problem: This statistic implies undue poverty: "less than $ 100 a year per person."

Suggestion: Students should be informed that though incomes are low in East Asia, money buys more than it does in North America; further, there is government aid for many necessities.

p. 7 Comment: Students should research recent climbing expeditions of Mt. Everest.

p. 8 Comment: The statistics here tend to be outdated. Further, since Japan is 1/25 the size of the U.S. and requires fewer railways, comparison of railway mileage is misleading. This comparison reflects the author's American bias.

p. 28 Problem: Use of the word "his" implies that only men have ruled: "The ruler was responsible for taking care of his own people ..."

Suggestion: Students can research past rulers.

p. 35 Comment: Only the negative points about Genghis Khan are given, although he made some positive contributions.

p. 36 Comment: "The Chinese felt their culture was superior to that of all other peoples." Students might be asked to see the similarity between this belief and the current belief of many people in the western world.

p. 36 Problem: Sexist language is used here: "ruler of all mankind."

Suggestion: Teachers might use "humankind" instead of "mankind."

p. 39 Comment: If the Chinese looked upon people of the western world as "barbarians," it should be remembered that the western people felt this way about the Indians in North America.

p. 43 Comment: The Dowager Empress T'zu Hsi is mentioned in three paragraphs, but her contributions are never discussed.

p. 44 Problem: The nationality of the speaker likely biases his or her historical assessment: "The century that began with Chinese pride, even arrogance, ended with complete Chinese humiliation."

Suggestion: Students can be asked whether this statement was likely made by a Chinese or an American person. They should consider how a speaker's nationality might influence his or her reliability.

pp. 61,63, 70 Problem: When the author discusses East Asian ventures to acquire power, he does so in a negative way: "Japan had cast greedy eyes toward China"; "as many of the Western powers' rich colonies in Asia as she could grab"; "Japan's interest in Korea was chiefly a selfish one."

Suggestion: Teachers should point out the author's bias to students. At the same time as the East Asians are depicted as greedy, Americans are depicted as helpful or cautious. In discussing the U.S. invasion of Japan, the author portrays America in a positive light: "European nations, busily engaged on the battlefront at home, could do little about Japan's greediness. Only the United States stood in the way of her conquest of eastern Asia"; and "the United States was eager to avoid this [loss of many lives] if at all possible." Students should be made aware that textbooks are often editorial pieces, slanted towards or against particular groups.

p. 98 Problem: The word "cool" here reflects opinion rather than fact: "Chinese leaders received a cool welcome."

Suggestion: Students can consider questions like these: did the nations deliberately act "cool," and was China aware of it?; did a reporter feel the Chinese were received coolly, and might his or her perception reflect subjective interpretation? Students can reword the statement to increase its objectivity.

p. 98 Problem: The paragraph beginning "China wants to dominate ..." also reflects subtle bias.

Suggestion: This statement gives a western view, or the view of the author; students should recognize that it is unfairly stated here as fact.

p. 99 Comment: This long discussion of Mao Tse-Tung focusses only on negatives. Students can do some research to discover some of his positive contributions.

p. 103 Problem: The author seems to betray amazement at finding the Taiwanese people able: "and even [make] light machinery."

Suggestion: Teachers should ensure that students do not get the impression that the Taiwanese are lesser beings than Americans.

p. 104 Problem: Another biased view is given here: "The Japanese waited humbly."

Suggestion: Students should recognize that this editorial comment is inappropriate for a textbook.

p. 113 Problem: Bias in favour of the U.S. is clear here: "The United States, interested in the future of Korea ..."

Suggestion: Teachers might point out to students that according to this author, East Asians are "selfish" or "greedy" when considering involvement with another country, while Americans are "interested in the future."

p. 119 Problem: Again, opinion masquerades as fact: "Some people believe that China wishes control over all of Asia, if not more."

Suggestion: Teachers might connect this idea to one given earlier, on page 98, "China wants to dominate"; both reflect bias against the Chinese.

p. 126 Problem: The word "backward" is insultingly judgmental: "a somewhat backward nation"

Suggestion: Teachers should point out that because one country is not as industrialized as another, the former is not "backward."

p. 133 Comment: The phrase "average Englishman" should instead read "English person."

p. 135 Problem: Unfair, anti-communist sentiment is betrayed: "Newspapers ... always tell only of the advantages of communism."

Suggestion: Students should respond to questions like these: how often are the disadvantages of democracy presented in our news?; how do people react to supporters of communism in our free country? Students should realize that countries of the world have more similarities than differences.

PUBLISHER: Allyn & Bacon
TEXT: Greek and Roman Civilization (Human Adventure Series) (1975)
GRADE LEVEL: 8

General Comments:

This text has a very definite and overt American bias; strong parallels are drawn between ancient Greek and Roman architecture and that of federal buildings in Washington. As well, an underlying message seems to imply that if people "control" their actions and "obey" the word of their rulers without question, nations will operate smoothly and become world powers. Questioning throughout, especially about government structure, uses the American experience exclusively, giving students a limited understanding of the world.

There are many problems with this text, only two examples of which follow:

p. 28 Problem: This information is given with no attendant explanation as to why all newcomers could not become Greek citizens: "Under Pericles all citizens had a chance to share in the government. People from other cities settled in Athens. A few of the men became citizens. Women, children, and slaves could never become citizens, ... could never take part in the government ..."

Suggestion: Background information based on current research must be provided.

p. 68 Problem: Presented unquestioningly here is the concept that a single individual should have so much control over others; secondly, the pater's being proud of only sons and grandsons is an abhorrent idea to introduce without careful explanation: "The pater is lord and master of the family ... He owns everything the family has--including all the people in it! ... grandfather has the power of life and death over every member of the family. He can have sickly babies put out into the field to die. He can have grownups sold into slavery ... Actually [he] loves his family very much. He is proud of having fine sons and grandsons."

Suggestion: Students can discuss family life today, recognizing that it allows for the development of individual self-worth. For this reason, modern family structures appear preferable to the structures of the ancients.

PUBLISHER: Allyn & Bacon
TEXT: Ancient Civilization (1975)
GRADE LEVEL: 8

General Comments:

The main problem with this book is that while explanations are probably accurate, they fail to explore mitigating circumstances. Adolescent students may be led to believe that "A Story of Babylon," describing arranged marriages, represents a valid and legitimate practice. Readers are told that rich men had first choice in buying a wife--"The pretty girls were sold first"--and that poorer men were paid varying amounts of money to take plain looking wives. Other controversial or questionable practices are also described without the accompaniment of explanatory comment. The illustrations of artifacts are excellent. The illustrations of women are poor in failing to depict female activity.

p. 99 Problem: This barbarity of Sumerian family life is neither explained nor relieved by accompanying comment: "The husband was the head of the household. If he was poor, he always had one way to pay his debts. He could sell his wife and children as slaves for as long as three years! ... When her husband went away, she could run his affairs, unless she had grown-up sons who could take care of these things."

Suggestion: Students might discuss Sumerian debt payment in relation to today's practices, considering questions like these: which seems more humane?; can a dollar value be set on people?; do women still step aside, letting eldest sons take over their business dealings?; how can girls and women prepare themselves for participation in the business world?

p. 101 Problem: "Only sons of rich parents were able to attend [school] ... to teach boys how to write. Most business deals had to be put in writing."

Suggestion: Students should consider how they would feel if only the sons of the rich had the right to attend school, and why schools today teach more than writing.

p. 102 Problem: The text describes a situation where a schoolboy's rich father invites a poorly paid teacher home to receive gifts of clothing and jewellery: "After his visit ... the teacher began to treat his student more fairly." The idea is clearly conveyed that favours can be bought.

Suggestion: Students can discuss the concept of integrity in reference to teachers, considering whether a situation of bribery would likely occur today. They can also discuss what the student in the story learned and what sort of respect could be shown to either a teacher or a parent who would behave in such a fashion.

PUBLISHER: Allyn & Bacon
TEXT: Medieval Civilization (1975)
GRADE LEVEL: 8

General Comments:

This account of medieval civilization is given with few references to the roles of girls and women during that period. It may seem to students that women were unimportant and/or non-existent. At times, the text describes the subordinate position of women, but gives no explanation for this situation or for the changes that have occurred in modern society.

pp. 35-36 Problem: The story about the way Scheherezade saved the lives of both herself and her sister is told, supposedly to explain the power of the Muslim caliph of that period. What is also conveyed to students, however, is the idea that women must deceive and manipulate men in order to survive. Students may also get the notion that women were lucky to be spared their very lives. Further, the story equates brutality toward women with absolute power. Scheherezade's father was not strong enough to continue protecting his daughter and agreed to "give" her to the brutal caliph as a sacrifice.

Suggestion: Students can discuss the concept of "giving" women to their husbands, and whether fathers today have this right. They can also use brainstorming techniques in order to piece together the wording often used in modern marriage services. Students should discuss the concept of equality in marriage and how this precludes one partner manipulating or deceiving the other. Teachers should comment on the "disposability" of women in this period (600 B.C.), and on the brutality inherent in vowing to "marry many times [and] ... on the morning after each wedding, ... [cutting] off the head of his new bride!"

pp. 44-45 Problem: The section entitled "The Roles of Slaves and of Women" glorifies all the pronouncements of Muhammad: "Muhammad made changes that helped Muslim women. He said that Muslims could not kill baby girls. He said that to ... take four [wives at once], he had to be able to support that many. Still, Muhammad felt that women were not as good as men. He said that a wife must obey her husband in all things. The Koran directed a husband to beat his wife if she did not obey him. Many Muslim women began to cover their faces with veils ... Some Muslim women still wear the veil."

Suggestion: After having been informed that "all Muslims must also believe in the Koran" (on page 21), students are now told the Koran instructs husbands to beat disobedient wives. There is no comment on the status of wife-beating or polygamy in current society, nor on the adaptations Muslim families have made in North America. Teachers should discuss these points.

Teachers are also encouraged to refer to current practice regarding the wearing of the shador (veil) in Islam today.

p. 77 Problem: The parentheses imply inequality: "King (or Queen)".

Suggestion: Teachers might substitute the term "monarch."

p. 78 Problem: "King" is used exclusively, perpetuating sexist language and tone.

Suggestion: Teachers might substitute "ruler" or "monarch" or "royalty."

p. 79 Problem: This has little or no relevance to Canadian students: "As citizens of the United States, to what or to whom do you pledge allegiance? ... do your parents pay taxes? ... might you have to give military service?"

A more subtle problem is that students may see pledging allegiance, paying taxes, and providing military service as a logical sequence and responsibility.

Suggestion: Teachers can introduce the concept of Canadian identity. Students should consider whether there is more to being Canadian (or American, for that matter) than the sequence recited in the quotation.

p. 86 Problem: Women stereotyped as witches are portrayed here as harmful to children's well-being: "[The story] ... might be about children who were lost in the forest and captured by a witch."

Suggestion: Students can talk about the real, everyday relationships that exist between women and children, dealing separately with women's professional and familial roles.

Students can consider the effect of fairytales on young children, who cannot differentiate easily between tales of magic and wonder and stories of the real world. They can also consider the ways fairytales portray women and children.

p. 87 Problem: This caption under the visual uses linguistic inequality: "The knight who succeeded in unseating the other knight was the winner. He was presented with a keepsake by a lady."

Suggestion: Teachers should point out the difference between "knight" -- an occupational term, -- and "lady" -- a behavioural term. Students can suggest alternative pairs of terms.

pp. 88-89 Problem: The implication is that women need protection; the Code of Chivalry required a knight to be "... a protector of the weak, the poor, the helpless and all women and children ... to this day, a 'gentleman' is judged, in part, by standards of chivalry." No statement is given to explain what is meant by today's "standards."

Suggestion: Teachers might suggest that while equality between men and women during the Middle Ages was essentially non-existent, the majority of women and men today recognize it. The concept of protecting women is oppressive, outdated, and unnecessary.

p. 89 Problem: "Christianity was also a great influence in changing manners. Jesus had taught that people should be loving. In the eyes of God, he said, women are equal to men. The Catholic Church taught people to love and honour Mary, the mother of Jesus. Lessons such as these helped to bring new respect for women."

Suggestion: Teachers may want to discuss the role of women in predominant religions in Canada today.

p. 98 Problem: The visual of the stone carving of Eve picking the forbidden fruit in the Garden of Eden perpetuates the myth of women as the basis of evil.

Suggestion: Students should discuss whether both males and females do things that they understand are forbidden: whether all people make mistakes. Teachers can suggest that it is possible that Adam made some choices that were different from the "instructions" given him and that this story is symbolic of human fallibility. This sensitive area must be dealt with carefully, however.

p. 146 Problem: "During the next few centuries [after the Middle Ages] Western Europeans rediscovered the Greco-Roman part of their heritage. They studied writings of the ancient Greeks and Romans." The writings of both the ancient Greeks and Romans denied the importance of the influence of women in society, so the Renaissance was NOT a renaissance for women. The book fails to mention this point.

Suggestion: Teachers should introduce supplementary materials dealing with the role of women in the Greek and Roman periods.

PUBLISHER: Allyn and Bacon
TEXT: The Age of Western Expansion (1971)
GRADE LEVEL: 8

General Comments:

This account of the beginning of western expansion seems, at first glance, to provide a balanced and rational view of an exciting period in western history. However, it does not provide information on the daily roles of women in Latin Christendom or in the nation-states of England and Spain. Essentially, Catherine of Aragon and Elizabeth I are the only women mentioned in reference to the Sixteenth Century. Reproductions of lavish paintings from this period show an idealized female figure of the upper or royal class. On page 80, a drawing of Sir Thomas More's family shows women waiting on men, serving men, and seated at the feet of men. The extensive historical account of Elizabeth I is reasonably good, but the account of Catherine of Aragon lacks information about her strength and determination. The account of Henry VIII's many marriages does not mention anything about most of his wives except the fact that he ordered their deaths.

PUBLISHER: Allyn and Bacon
TEXT: The Interaction of Cultures (The Human Adventure Series, 1975)
GRADE LEVEL: 8

General Comments:

Groups other than white Anglo-Saxons are described in detail in this book, and their contributions duly noted. Though the book is written with a slight American bias, derogatory information is not given about other cultures. If this book is used, teachers should supplement the given questions with some that apply to Canada.

The questions scattered throughout the text are of three levels: easy to solve; harder to solve; and something extra, which usually requires research. Some of these questions examine attitudes and responsibilities of citizens. For example, on page 148 the following question is asked: "What hatreds and evils left by the war and slavery can you name?" Or, on page 22: "Do most people believe their culture is better than other cultures? Explain."

The authors have been very careful to use the terms "men and women," "human being," and "people" rather than the unacceptable "man." On page 78, they explain that the word "anthropology" means "'man' in the sense of 'all human beings.'" The one use of "men" is on page 105 -- in a quote from the American Declaration of Independence.

Although illustrations of males largely outnumber those of females, the roles of both sexes are fairly defined. Overall, the book is fair, informative and generally up-to-date, though it should be supplemented at points with news articles.

PUBLISHER: Allyn and Bacon
TEXT: New World and Eurasian Cultures (1975)
GRADE LEVEL: 8

General Comments:

Though this book has an American bias, which is especially noticeable in the questions, Canada is mentioned. More Canadian content could easily be introduced on a supplementary basis. Russian, Japanese, and South American people are fairly and realistically discussed. Women are seldom mentioned, however, so teachers may wish to look for supplementary materials.

p. 45 Comment: The Indians in the illustration look white. In reality, they were likely darker skinned.

p. 143 Problem: The number three (#3) comment indicates Christianity is not in Japan at all.

Suggestion: Teachers might introduce these World Book statistics: after 1873, religious freedom was restored in Japan, and today about 740,000 Japanese are Christians.

PUBLISHER: Charles E. Merrill Publishing
TEXT: Human Heritage: A World History (1983)
GRADE LEVEL: 8

General Comments:

The many more illustrations of men than of women may be fair, since the early world was undeniably male-oriented. And there are many illustrations of both sexes together. These pictures show males and females in family situations, at celebrations, and at work. The women are depicted as working, involved people. Even the title shows that the emphasis is on "humans," not on "man" alone.

The authors have used "people" or "men and women" instead of the unacceptable, all-encompassing "man." There are many references to women, though occasionally their contributions are not as clearly outlined as those of men. Generally, a fair, accurate, and balanced view of women is given.

On the whole, minority groups are portrayed realistically and fairly, and their contributions are outlined. If a particular group has been renowned for involvement in warfare, its positive contributions to society are also given. The material presents social tensions and conflicts fairly, and emphasizes the importance of resolving problems.

The "Developing Skills" questions at the end of each chapter invite students to examine their attitudes and responsibilities as citizens. For example, relevant exercises follow page 176, where students are told that "in learning about history, it is important to be able to tell the difference between fact and opinion."

Due to the enormous span of years covered in this book, many areas of history are not emphasized; the authors were forced to treat certain groups of people or events briefly. In cases where this happens, teachers may want to encourage students to do further research.

p. 92 Problem: Faulty cause and effect logic is used here: "Since timber was plentiful, many Phoenicians were excellent carpenters and cabinet makers."

Suggestion: Students should look for the problem in the statement, and then rewrite it so it does not sound as if excellent carpentry automatically follows wherever timber is plentiful.

p. 139 Comment: If the statement "All citizens over the age of twenty" does not include women in its reference, then the term "male citizens" should be used.

p. 154 Comment: The illustration of the athlete on the right could have shown a female to emphasize that women are definitely involved in modern Olympics.

p. 184 Problem: A value judgment is made here: " ... first highly civilized people."

Suggestion: Teachers can point out that what the term "civilization" means to each individual depends a great deal on that individual's perspective.

p. 245 Problem: This speculation is inappropriate in a text: "usually caused by too much drinking."

Suggestion: Students might consider why the drinking occurred, giving reasons such as poverty or family feuding.

p. 278 Comment: While the authors discuss the Vikings' ability to "spread fear and destruction," they also discuss the positive contributions this group made.

pp. 321-322 Problem: This unfairly suggests that the women have little influence on the boys: "Women cared for the boys until they were seven years old"; "Fathers taught their sons how to be Muslim gentlemen."

Suggestion: The women were probably involved in teaching the boys to be gentlemen, since the boys were in their care for seven years. Whether the fathers were involved at all with their infant sons can be researched by the students.

p. 372 Problem: It is not clear whether "friars" can be male or female or whether an equivalent group exists for females. This is one of the few places where the authors fail to mention the activities of both sexes.

Suggestion: Students can research the history of the friars.

p. 403 Comment: "The burgher's wife ... wrote music" unfairly implies by its context that all wives of burghers wrote music.

p. 417 Comment: Eleanor's intelligent deeds could be explained in more detail.

p. 420 Comment: If the school has the *Contexts* series for Language Arts, supplement this part of this story with the play *The Lark* by Jean Anouilh in *Contexts Anthology Two*, page 298, to give students a clearer idea of Joan of Arc's heroic personality.

p. 424 Problem: How Mary came to possess Burgundy is not explained, although her name or title specifies possession: "Mary of Burgundy." Comments are also made about men who, by marrying women, unite countries, but details are seldom given.

Suggestion: The class might be asked to consider whether these women inherited the lands, fought for them, or received them as gifts.

p. 424 Comment: Equal partnership is positively conveyed here: "Ferdinand and Isabella worked ..."

p. 443 Comment: The illustrations showing men and women playing cards contradicts the common but mistaken idea that women of three hundred years ago had only two things to do: to increase the population of their country, and to hostess their husband's social events.

p. 457 Comment: More information about Henry's wife could be given to students.

p. 465 Comment: Ideas here can lead to class discussion of Ireland's religious war.

p. 477 Comment: The time and effort needed to effect this conversion is not represented: "There he converted the king and many others to Christianity." Since no reference is made to time, students may assume the conversion was immediate and conclude that the former religion in the Philippines was unsatisfactory. Research may be required.

p. 504 Problem: A generalization is made here: "But the Indians were not used to the kind of heavy labor."

Suggestion: Students should recognize that this generalization is inaccurate, and that reference should be made to a specific group of Indians. Further, "heavy labor" is not defined; and whether the Europeans could do it, or whether they expected the Natives to do it for them, is not clear.

p. 518 Comment: No information is given about Madame Roland, although there is a picture of her.

Problem: In Chapter 34 -- "Rise of Industry" -- England is overemphasized.

Suggestion: Students should research inventions and other contributions made by French, German, and Russian people during the nineteenth century.

Teachers should point out that child labour was prevalent in Canada in the late nineteenth and early twentieth centuries.

p. 545 Problem: The placement of this statement falsely suggests that all the problems of the Indians and Métis were solved by Manitoba's joining Canada: "In 1870 the province of Manitoba joined Canada."

Suggestion: Students might research the history of Indian and Métis problems to see if their satisfactory resolution was ever achieved.

p. 565 Problem: In the paragraph beginning "In England, however, liberal reforms ...", the authors refer to the voters as "people," implying that all can vote.

Suggestion: Teachers should point out that women were not allowed to vote.

p. 574 Comment: The paragraph starting "Still another reason for imperialism ..." is very important. Teachers should point out that many books students may read will describe western nations as having had a duty to "civilize" the "backward" peoples.

p. 580 Comment: To help students realize the long-term effects of war, teachers should discuss the changes that may occur in 1997 when the colony of Hong Kong will no longer belong to England.

p. 599 Comment: Students can discuss the famine of the Ukrainians in 1933; they should be aware that the depression did not only affect the western world.

p. 606 Problem: Allied governments are presented in favourable light, exclusively.

Suggestion: The persecution of Japanese Canadians might be mentioned to put things in perspective. Depending on the maturity of the class, teachers might want to refer to the case in Alberta involving Jim Keegstra and his view of the Jews.

p. 644 Problem: This is too general: "They [Jews] had made important scientific discoveries ..."

Suggestion: Since this statement does not identify or describe discoveries made by Jewish people, teachers might ask students to research this area.

CLASSROOM ACTIVITIES FOR SOCIAL STUDIES[12]

1. Purpose

To combat the prevalent assumption that women have played no part in Canadian history.

Project

Following is a list of women, some of whom are, or should be, well-known to students of Canadian history. All have figured in some way in the development of Canada. This is by no means a complete list, but information about these particular women should be readily available in public libraries and in encyclopedias. So that students learn something about the contributions of Canadian women and about social movements such as suffrage and temperance, information about the life and accomplishments of each woman on the list should be presented to the class; students can work on individual or joint projects.

Students might present their reports in the following ways:

- a person-to-person interview;
- a long-distance telephone call;
- on-the-spot television coverage of an event in which a particular woman participated;
- a skit, perhaps in costume;
- readings from diaries or speeches;
- illustrations and information to be mounted on the classroom wall for the day

Maud E. Abbott was one of the few Canadian doctors to become internationally famous. She did outstanding research on congenital cardiac disease and laid the foundation for cardiac surgery. Her diaries as a young girl reveal her frustrations, caused by the obstacles blocking her way.

Martha Black was a naturalist and authority on the flora of the Yukon. She went to Dawson City during the Klondike Gold Rush and spent most of her adventurous life in the Yukon. She was the second woman to sit in the House of Commons.

Emily Carr was a writer and one of Canada's greatest artists. She became world famous for her paintings of Indian villages of the Northwest Coast.

Isabella Valancy Crawford was a poet. As a child she moved with her family from Ireland to Ontario where they were pioneers. Her enthusiastic acceptance of Canada as her homeland is revealed in the poems and short stories that express her love of the land and people. They also provide descriptions of early Canadian life.

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[12] Adapted from Non-sexist Curricular Materials for Elementary Schools (B.C. Teachers' Federation, Status of Women Committee, 1974).

Mazo de la Roche was an author of the sixteen internationally famous novels which tell the story of the Whiteoak family and their estate, Jalna, near Toronto.

Flora Macdonald Denison was a journalist and Suffragist. Troubled by the deplorable state of women's wages and working conditions, she was one of the founders of the Canadian Women's Suffrage Association. She travelled widely and made speeches in the cause of suffrage.

Gudrid was one of the four female members of the Viking expedition of 1007 A.D. which established a colony in Labrador. She was the mother of the first European child to be born in the New World.

E. Cora Hind was agricultural editor of the Winnipeg Free Press. She became internationally famous for her accurate predictions of the size and quality of Canadian wheat crops. At age 74, she was sent by the Canadian government on a two-year voyage around the world to investigate agricultural conditions.

Pauline Johnson was an Indian princess who travelled extensively in Canada, the U.S., and Britain giving recitals of her poetry. She was the author of The Legends of Vancouver.

Marie La Tour was an early Canadian hero who crossed the Atlantic to fight her husband's enemies at the French court. At Easter, 1645, she led the heroic but unsuccessful defense of a fort against a rival group of fur traders.

Nellie McClung was a writer, temperance leader, and champion of women's rights. She was very active in Manitoba and Alberta politics in the areas of social reform and women's rights. She also participated in the famous Person's Case.

Elizabeth Gregory MacGill was the first Canadian woman to obtain a degree in Electrical and Aeronautical Engineering. She designed and superintended the building of a new biplane trainer for the Canadian Car and Foundry Company of which she was the chief aeronautical engineer. She also served as a commissioner for the Royal Commission on the Status of Women.

Helen Gregory MacGill was a feminist, a suffragist, and a journalist, and the first woman judge in British Columbia. She lived for forty years in Vancouver where she was associated with organizations working to improve the status of women and children.

Louise McKinney was a suffragist, a temperance leader and the first woman member of a British Commonwealth legislature. She was one of the five women who took part in the Person's Case.

Violet McKinney was the founder of the first Women's Grain Growers' Association and women's editor of the Western Producer. She helped organize farm women in Alberta, Manitoba and Ontario and in 1934 was awarded an O.B.E. for her services to promote the welfare of rural women.

Ada MacKenzie was a champion golfer who, because of prejudical treatment given women by private clubs, founded the Ladies Golf Club of Toronto in 1924, the only one in the world built and owned by women.

Agnes Macphail was a suffragist and first women member of the House of Commons. She fought for prison reform, pensions for the aged, blind and disabled, better health services, and was a strong supporter of the cooperative movement.

Jeanne Mance was the first secular nurse in North America. She accompanied Maisonneuve to establish a mission colony at Montreal in 1641. She was founder and administrator of the Hotel Dieu de Montreal.

Lucy Maud Montgomery was a novelist, journalist and O.B.E. She contributed stories and poems to many North American periodicals and wrote Anne of Green Gables, a novel set in Prince Edward Island.

Susannah Moodie was a writer. She emigrated from England to Canada and recorded her experiences of the hardships of pioneer life in Roughing It in the Bush.

Rolle Moore was president and one of the organizers of "The Flying Seven," begun in 1937 by a group of women pilots who wanted to help other women interested in flying. She made her first flight in Vancouver on January 20, 1935.

Emily Murphy was the first woman police magistrate in the British Empire. She fought in the Person's Case and, under the pen name "Janey Canuck," wrote many books and articles about western life.

Marguerite de Roberval was a member of a group of French people who attempted to colonize the New World in 1541. She lived alone on a deserted island for a year and proved that it was possible for a European to live off the land.

Laura Secord was a loyalist who walked twenty miles through enemy lines to warn Canadian forces of an impending American attack.

Mary-Ellen Smith was the first woman cabinet minister in the British Empire. She campaigned for better wages for women in industry, equal pay for equal work, and rehabilitation for juvenile delinquents.

Emily Howard Stowe was the first Canadian woman doctor and principal founder and first president of the Dominion Women's Enfranchisement Association. She was an advocate of higher education for women.

Augusta Stowe-Gullen was a suffragist and an ardent feminist. She was the first woman to study and graduate with a degree in medicine from a Canadian university. She was vice-president of the National Council of Women.

Catherine Parr Traill was a naturalist, pioneer and writer. She emigrated from England and pioneered near Lakefield, Ontario. She described her life as a pioneer in The Backwoods of Canada and wrote several volumes on Canadian plant life.

Suitable for grades 4-8.

2. Purpose

To demonstrate the importance of women's work in frontier Canada.

Project

This project requires students to do their own research on the work of pioneer women. Students should find out about the early techniques for making soap, clothes, candles, butter, for doing laundry, for ironing, for raising chickens, for milking, for vegetable gardening, and for food preservation. Reports could be read to the class; accompanying illustrations and diagrams could be posted on the classroom walls. Readings from Susannah Moodie and Catherine Parr Traill could be dramatized in class.

Discussion

Emphasis should be placed on the sheer physical endurance and stamina required by pioneer women to complete their day-to-day chores, work that was compounded by the task of bearing and raising children; "weak" women could not have done this work. Perhaps the resourceful pioneer women could be contrasted to the weak and helpless mothers portrayed in school readers. Try to elicit from the students the statement that women are not born weak but can become so through lack of physical exercise.

Readings

- Robinson H., et al, "Grandmother's Boots" in Cavalcades (Toronto: Gage, 1968).
- Johnstone, J., Wilderness Women. (Toronto: Peter Martin Associates, 1973).

Suitable for grades 3-8.

3. Purpose

To show that fashions have restricted women's freedom.

Project

This project can collect drawings, paintings, and photographs of women's fashions in various periods of Western history and in other cultures. They should try to obtain as varied a sampling as possible; that is, one that is representative of all classes in society. Two or three students might like to work together to research a specific period or culture and present their findings to the class.

Resource Materials -- Old Catalogues

- 1927 T. Eaton Catalogue (Toronto: Musson, 1971).
- 1902 Sears Roebuck Catalogue (New York: Bounty Books, 1969).

Discussion

Show that various "trends" in women's fashions such as foot-binding, corsets, hoop skirts, and bustles have been both unhealthy and restrictive for women. Encourage students to discover for themselves that in classes or cultures where women do heavy manual work, women's clothing allows for more freedom of movement. The most restrictive fashions have been worn by middle and upper-class women both to demonstrate their "freedom" from manual labour and to prevent them from engaging in any "inappropriate" activities. The Victorian period provides an excellent illustration of the double standard in women's dress, for women working in the mines certainly did not wear tightly-laced corsets. Students might also wish to research the nineteenth-century movement for dress reform led by Susan Bloomer.

In conclusion, students should look at the relation between women's entry into the labour force in the twentieth century and the gradual acceptance of pants as appropriate attire for women. They should also find pictures of contemporary fashions which restrict women's movements, e.g., girdles, high-heeled and platform-soled shoes, very short skirts.

Follow-Up

Ask the class if there is any reason why women and men should not wear the same kind of clothes. Suggest that in the past they have worn different clothing because their activities were different, but that today men and women are doing the same kinds of tasks, often together. Have the class discuss and illustrate its ideas about "unisex" clothing.

Suitable for grades 4-8.

4. Purpose

To demonstrate that many of the demands made by feminists today are not new and that nineteenth-century women reformers were more far-sighted than is usually believed.

Project

Discuss the following quotations from Nellie McClung (1873-1951):

- "The world has never been partial to the thinking of women--the wise ones have always foreseen danger. Long years ago, when women asked for an education, the world cried out that it would never do ... If women learned to read there seemed to be a possibility that some day some good man might come home and find his wife reading and the dinner not ready--and nothing could be imagined more horrible than that! That seems to be the haunting fear of mankind--that the advancement of woman will sometime, someway, someplace, interfere with some man's comfort."[13]

- "There was a picture in one of the popular woman's papers some time ago, which taught a significant lesson. It was a breakfast scene. The young wife, daintily frilled in pink, sat at her end of the table in very apparent ill humour--the young husband, quite unconscious of her, read the morning paper with evident interest. Below the picture there was a sharp criticism of the young man's neglect of his pretty wife and her dainty gown. Personally I sympathize with the young man and believe it would be a happier home if she were as interested in the paper as he and were reading the other half of it instead of sitting around feeling hurt."[14]

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[13] Nellie McClung, In Times Like These (Toronto: University of Toronto Press, 1972), p. 32.

- "People tell us of the good old days of chivalry when womanhood was really respected and reverenced--when a brave knight rode gaily forth to die for his lady love. But in order to be really loved and respected there was one hard and fast condition laid down, to which all women must conform--they must be beautiful, no getting out of that ... Then they were all right and armoured knights would die for them quick as a wink!

  The homely women were all witches, dreadful witches, and they drowned them, on public holidays, in the mill pond!

  People now tell us that chivalry is dead, and that women have killed it, bold women who instead of staying home, embroidering pearls on a red velvet sleeve, have gone out to work--have gone to college side by side with men and have been so unwomanly sometimes as to take the prizes away from men. Chivalry cannot live in such an atomosphere. Certainly not!"[15]

- "At the present time there is much discontent among women and many people are seriously alarmed about it. They say women are no longer contented with woman's sphere and woman's work -- that the washboard has lost its charm and the days of the hair-wreath are ended. We may as well admit that there is discontent among women. We cannot drive them back to the spinning wheels and the mathook, for they will not go. But there is really no cause for alarm, for discontent is not necessarily wicked ... Discontent may mean the stirring of ambition, the desire to spread out, to improve and grow. Discontent is a sign of life corresponding to growing pains in a healthy child."[16]

- "These tender-hearted and chivalrous gentlemen who tell you of their adoration for women, cannot bear to think of women occupying public positions. Their tender hearts shrink from the ideas of women lawyers or women policemen, or even women preachers; these positions would 'rub the bloom off the peach' to use their own eloquent words. They cannot bear, they say, to see women leaving the sacred precincts of home--and yet their offices are scrubbed by women who do their work while other people sleep ... is there any pity for them? Not that we have heard of. The tender-hearted ones can bear this with equanimity. It is the thought of women getting into comfortable and well-paid positions which wrings their manly hearts."[17]

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[14] Nellie McClung, p. 33.
[15] McClung, p. 39.
[16] McClung, p. 44.
[17] McClung, p. 52.

- "Women have often been told that if they go about it right they can get anything. They are encouraged to plot and scheme and deceive and wheedle and coax for things. This is womanly and sweet. Of course, if this fails, they still have tears -- they can always cry and have hysterics and raise hob generally, but they must do it in a womanly way. Will the time ever come when the word 'feminine' will have in it no trace of trickery?"[18]

- "Look at the fine scorn with which small boys regard girls! You cannot insult a boy more deeply than to tell him he looks like a girl -- and the bitterest insult one boy can hand out to another is to call him a 'sissy.' This has been carefully taught to our small boys, for if they were left to their own observations and deductions they would hold girls in as high esteem as boys."[19]

- "Children do not need their mother's care always, and the mother who has given up every hope and ambition in the care of her children will find herself left all alone, when her children are no longer need her -- a woman without a job ..."[20] "The stationary female and the wide-ranging male is the world's accepted arrangement, but the belief that a woman must cherish no hope or ambition of her own is both cruel and unjust."[21]

- "The time will come, we hope, when women will be economically free, and mentally and spiritually independent enough to refuse to have their food paid for by men; when women will receive equal pay for equal work and have all avenues of activity open to them; and will be free to choose their own mates, without shame, or indelicacy; when men will not be afraid of marriage because of the financial burden, but free men and free women will marry for love and together work for the sustenance of their families. It is not too ideal a thought. It is coming and the new movement among women who are crying out for a larger humanity is going to bring it out."[22]

Discussion

These quotations might be read aloud and discussed, or students might write down their thoughts if time for reflection is given. Ask students what they think about the quotations and about the person who said them. Do they sound familiar? Are they relevant to Canadians in the 1980's? Have they heard anyone say these things before? After some discussion, inform students that these quotations come from a book of Nellie McClung's speeches, originally published in 1915. Do they think that most of them could appear in the newspaper today? Does this information affect in any way their ideas about the Women's Movement? Does it change their ideas about the suffragists? Why is it that women have been saying these things for such a long time and oppressive conditions still exist?

Suitable for grade 6.

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[18] McClung, p. 52.

[19] McClung, p. 71.

[20] McClung, p. 75.

[21] McClung, p. 76.

[22] McClung, p. 85.

5. Purpose

To understand racism and how it has affected different minority groups in Canada and in other countries.

Project

Have students do a research project on one of the following topics. Have them give an oral presentation to the class to open up discussion of racism.

- The Beothuks of Newfoundland;
- The expulsion of the Acadians;
- The treatment of the Japanese during World War II;
- Nazism;
- African apartheid;
- U.S. slavery.

Have the students discuss incidents of racism they have seen or experienced on the playground or in the community. Point out that students should not use terms that slander other groups. Invite a speaker from the Human Rights Commission to speak about racism in Manitoba today.

Suitable for grades 5-8.

6. Purpose

To promote tolerance and acceptance of people from various cultures.

Project

Ask students to do a research report on the cultural traditions of two or more groups, including information on such things as:

- methods of food preparation and preservation;
- celebrations;
- technology;
- body adornment;
- names;
- myths, legends, storytelling;
- recreation — toys, games;
- art, music, dance, drama.

Suitable for grades 4-6.

7. Purpose

To help students understand that stereotyping can result in prejudice and lead to discrimination against an individual or group.

Discussion

A stereotype and a prejudice have this much in common: they both represent attitudes based upon preconceived notions or generalizations about something, someone or some group. That is, they are pre-judgments made without a fair trial or critical examination of the matter in question.

- "Women have often been told that if they go about it right they can get anything. They are encouraged to plot and scheme and deceive and wheedle and coax for things. This is womanly and sweet. Of course, if this fails, they still have tears -- they can always cry and have hysterics and raise hob generally, but they must do it in a womanly way. Will the time ever come when the word 'feminine' will have in it no trace of trickery?"[18]

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- "The time will come, we hope, when women will be economically free, and mentally and spiritually independent enough to refuse to have their food paid for by men; when women will receive equal pay for equal work and have all avenues of activity open to them; and will be free to choose their own mates, without shame, or indelicacy; when men will not be afraid of marriage because of the financial burden, but free men and free women will marry for love and together work for the sustenance of their families. It is not too ideal a thought. It is coming and the new movement among women who are crying out for a larger humanity is going to bring it out."[22]

Discussion

These quotations might be read aloud and discussed, or students might write down their thoughts if time for reflection is given. Ask students what they think about the quotations and about the person who said them. Do they sound familiar? Are they relevant to Canadians in the 1980's? Have they heard anyone say these things before? After some discussion, inform students that these quotations come from a book of Nellie McClung's speeches, originally published in 1915. Do they think that most of them could appear in the newspaper today? Does this information affect in any way their ideas about the Women's Movement? Does it change their ideas about the suffragists? Why is it that women have been saying these things for such a long time and oppressive conditions still exist?

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Suitable for grades 5-8.

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- celebrations;
- technology;
- body adornment;
- names;
- myths, legends, storytelling;
- recreation — toys, games;
- art, music, dance, drama.

Suitable for grades 4-6.

7. **Purpose**

To help students understand that stereotyping can result in prejudice and lead to discrimination against an individual or group.

Discussion

A stereotype and a prejudice have this much in common: they both represent attitudes based upon preconceived notions or generalizations about something, someone or some group. That is, they are pre-judgments made without a fair trial or critical examination of the matter in question.

Project 1

Ask students to list their likes and dislikes, giving reasons for each. Ask them to identify justifiable attitudes and prejudices (e.g., a dislike of broccoli without even trying it). Point out that some prejudices are harmless, but others can be harmful.

Project 2

Ask students to identify a stereotype that is prevalent in their school. Determine whether it is intended to cause harm and whether anyone benefits from its use.

Project 3

Because prejudice so often stems from ignorance--from a lack of understanding of what it is like to be another kind of person--try this experiment to help the class imagine what it is like to be blind.

Put on a short film but leave the projector lamp off so that children can hear only the sound track. Discuss what they imagine to be happening on the screen. Then show the film with both sound and picture. Have them describe what it is like to be blind and what other kinds of sensations or impressions become important when sight is lost.

Alternate Reading

- Blume, Iggie's House.
- Frank, The Diary of Anne Frank.
- Freeman, Cedric and the North End Kids.
- Repo, Marco and Michela; What's a Friend?
- French, My Name is Masak.
- Little, Jr., Listen to the Singing.
- Petry, Harriet Tubman.
- Takashima, A Child in a Prison Camp.

Teacher Reference

- McDiarmid and Pratt, Teaching Prejudice.
- CommCept Publishers, Look Again: The Process of Prejudice and Discrimination.
- LaRoque, Defeathering the Indian.

Suitable for grades 4-6.

8. Purpose

To teach students the difficulties faced by new immigrants and the contributions of minority groups to Canada.

Project

Invite parents, students, or other people who have grown up in countries outside of Canada to speak to the class about life in their original country and about immigration to Canada. A senior citizen centre might prove to be a valuable resource, full of potential speakers.

Arrange for your class to correspond with a class in another country.

Take students on a tour of stores with food or wares from other cultures. Compare and contrast the types of food and housewares.

Have students do a family tree and research contributions of their ethnic group to Canada. Point out that with the exception of Native people, all students come from immigrant backgrounds. Be sensitive to students who have difficulties with this project or who are from single-parent families.

Suitable for grades 4-6.

9. Purpose

To promote understanding of the role of average people in pressuring government to address problems and develop programs to meet human needs (to counteract the textbook impression that change is only brought about by enlightened leaders).

Project 1

Ask students to research the suffrage movement in Manitoba. Point out that it took twenty-five years of active struggle by women before the government granted women voting privileges.

Project 2

Discuss a recent change that has taken place in your school, community or city and how this change was initiated and accomplished. Examples include change in traffic flow (i.e., the erection of stop signs, or the Wolseley barricade), in family law, in day care, in lunch and after school programs, marketing boards, in bussing of students, and in stopping school closings. Invite members of a citizen's group to speak about their work.

Project 3

Discuss methods people have used to force social change. Examples include petitions, briefs, demonstrations, letters to the editor or politicians, strikes, public meetings, wars, revolutions. Have the students survey the community and discuss the problems they see (i.e., lack of parks, condemned housing, too few recreational facilities, litter, pollution). Have them make an appointment with a local politician to discuss the issues in the constituency office.

Additional Readings

- Allison, B. and J. Lawrence, Let's Take A Vote (Toronto: DC Heath, 1975).
- Allison, B. and B. O'Kelly, Trips and Wallpaper (Toronto: Methuen, 1976).
- Franchere, R., Cesar Chavez (New York: Harper and Row, 1973).
- Freeman, B., Cedric and The North End Kids (Toronto: James Lorimer, 1978).
- Greenfield, E., Rosa Parks (New York: Crowel, 1973).
- Grey Owl, A Book of Grey Owl (Toronto: Macmillan, 1964).
- Gripe, Maria, Julia's House (New York: Delacourte Press, 1975).
- Hochschild, A., Coleen, The Question Girl (New York: The Feminist Press, 1974).
- Jordan, June, Fanny Lou Hamer (New York: Crowel, 1972).
- Little, Jean, From Anna (New York: Harper and Row, 1972).
- McClung, Nellie, The Stream Runs Fast (published 1916—not in print 1985).
- Repo, Satu, Marco and Michela and What's a Friend (Toronto: James Lorimer, 1978).
- Smucker, B., Underground To Canada (Toronto: Clarke Irwin, 1978).

PLEASE NOTE: Women's Educational Press (Children Speak for Themselves) is no longer in business in either Canada nor the U.S.A.

CHECKLISTS FOR SOCIAL STUDIES AND HISTORY MATERIALS[23]

Potentially, social studies materials can be even more damaging than language arts materials. Because social studies professes to be the study of the world and how it works, omissions and fallacies in textbooks can greatly distort a child's "picture" of the world. The fact that this picture is taught in a classroom gives it a legitimacy and authority; students accept it and assume it is accurate and truthful. For this reason, it is important to carefully review all social studies materials in terms of their realism and the accuracy and completeness of their picture of the world.

Social Studies Materials

Examine the books you are using and list the following, for both text and illustrations:

- the number of jobs men are shown in;
- the kinds of jobs men are shown in;
- the number of jobs women are shown in;
- the kinds of jobs women are shown in;
- the number of working mothers;
- the number of fathers raising and/or spending time with children.

History Materials

Under each category listed below, count the number of males and females mentioned by name.

	Males	Females
- government workers	____	____
- settlers	____	____
- pioneers	____	____
- revolutionaries	____	____
- scientists	____	____
- leaders of political movements	____	____
- explorers	____	____
total number of people listed by name	____	____

Questions:

SEX

1. Do you think the above ratios adequately represent actual male-to-female ratios?

2. Can you think of women in these categories who were not mentioned in the book or unit?

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[23] From Phyllis Alroy, et al., Women on Words and Images (Princeton, N.J.: Women on Words and Images Society, 1975).

3. Can you think of any categories, other than traditional, that might include more women than men? Why do you think they are not included in history books?

RACE

1. Are people from a variety of cultures represented?

2. Are ethnic contributions recognized?

3. Are races or ethnic groups stereotyped as unintelligent, primitive, quaint, savage, dominant, superior?

CLASS

1. Does the material present an accurate picture of working-class as well as upper-class individuals?

2. Does the text gloss over the poverty, slavery, or economic domination of one group by another?

EVALUATION REPORT ON BIAS IN TEXTBOOKS REGARDING THE AGED[24]

No definite age limit is associated with "the aged," but the term implies having lived long, being retired, pensioned, or being too old to find employment.

	Place Checkmark		
Does this textbook:	Yes	No	Not Applicable
1. Directly, or by implication, portray the aged as being a social problem or burden rather than a valuable asset?			
2. Compare or link the aged to welfare recipients or otherwise imply negative value judgments about them (such as their being inactive or always ill)?			
3. Neglect to mention, in obvious places, the opinions and views of the aged?			
4. Attach, either through implication or statement, unfair and degrading limitations to the aged, or treat them with condescension?			
5. Include illustrations and photographs that give unequal and segregational status to the aged?			
6. Refer infrequently to participation by the aged in historical events and to the impact of these events upon them?			
7. Provide inadequate recognition of present and past achievements and contributions of the aged, who often had positions of leadership?			
8. Give non-comprehensive and inaccurate representation to the life and culture of the aged?			
9. Involve prejudice and discrimination against the aged in any other way?			

Note: Whenever your answer is "yes," record in full the biased section of the textbook, noting the appropriate page number.

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[24] From Patrick Babin and Robert Koop, Bias in Textbooks Regarding the Aged, Labour Unionists and Political Minorities (Ontario Ministry of Education, 1975).

EVALUATION REPORT ON BIAS IN TEXTBOOKS REGARDING LABOUR UNIONISTS[25]

The term "labour unionist" refers to any member or advocate of a trade union.

	Place Checkmark		
Does this textbook:	Yes	No	Not Applicable
1. Neglect to give credit to labour unions for material and social benefits (such as minimum wages, better working conditions, pensions, paid holidays)?			
2. Blame unionist, by open mention or implication, for "a faltering economy," "trouble in industry," "higher prices," "slow growth," "retarding technological advances," "promoting inefficiency," or similar problems?			
3. Make unfavourable mention, open or implied, of union dues, strikes, closed shops, picket lines, union bosses, seniority provisions, or other such terms?			
4. Make any statements which are contrary to the acknowledged rights of union members as laid down in labour legislation (such as the right to organize and the right to engage in legal work stoppages)?			
5. Omit or not fairly represent the history and nature of the labour movement, when the text warrants their inclusion?			
6. Include pictures, drawings, graphs, or statistics which portray labour unions in an inaccurate, derogatory light?			
7. Describe labour unions using words with unfavourable connotations, while describing management favourably (for instance, describe labour unions as interfering with management's rights to manage)?			
8. Emphasize the struggle between national and international unions rather than the struggle of labour in its attempt to influence management?			
9. Contain any other outright or implied bias, prejudice or discrimination against labour unionists?			

Note: Whenever your answer is "yes," record in full the biased section of the textbook, noting the appropriate page number.

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[25] From Patrick Babin and Robert Koop, *Bias in Textbooks Regarding the Aged, Labour Unionists and Political Minorities* (Ontario Ministry of Education, 1975).

EVALUATION REPORT ON BIAS IN TEXTBOOKS REGARDING POLITICAL MINORITIES[26]

A "political minority" may be any small group in Canada organized for political activity which may include any of the following groups: language, religious, ethnic, political, racial.

	Place Checkmark		
Does this textbook:	Yes	No	Not Applicable
1. Give undue stress to a party in power without providing adequate recognition of minority parties?			
2. Mention speeches, actions and achievements of leaders of majority groups only?			
3. Advance the melting pot theory, whereby political minorities are expected to "melt" into the ways of the majority?			
4. Give a shallow treatment of contributions of political minorities to Canada's growth and development?			
5. Include drawings or pictures ridiculing political minorities?			
6. Neglect to describe forces that have prevented some parties from reaching full potential or from becoming popular?			
7. Use words which may imply negative value judgments about political minorities?			
8. Assign stereotyped roles to political minorities?			
9. Express bias against political minorities in any other way?			

Note: Whenever your answer is "yes," record in full the biased section of the textbook, noting the appropriate page number.

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[26] From Patrick Babin and Robert Koop, Bias in Textbooks Regarding the Aged, Labour Unionists and Political Minorities (Ontario Ministry of Education, 1975).

HEALTH

Manitoba Education has distributed interim curriculum guides for Health Education for K-9. The approved program should be implemented in all Manitoba schools by 1987.

A major unit of the K-9 Health Education curriculum is Social Emotional Well Being which emphasizes aspects such as the self, self-awareness, positive self-images, self-respect and respect for other individuals. Study of these areas should establish the background against which children can develop a secure self-image, in turn leading them toward a state of emotional health whose components include respecting, tolerating, and appreciating others.

The Health Education curriculum, because it emphasizes social, emotional, and physical well being, stresses the equality of all people regardless of sex, race, or class similarities or differences. To achieve this major goal, teachers must encourage boys and girls to participate jointly, to the best of their abilities, in healthy activities--emotional and physical. At the same time, teachers must discourage the misconception that characteristics, skills, and abilities differ in relation to sex, race, and class differences.

No student textbooks have been approved and those recommended as teacher references have not been analyzed. When working from reference sources--even when working with activities suggested in curriculum guides--teachers will want to rely only on materials that encourage the development of health concepts appropriate to the level of student maturity and to prevailing community standards.

PHYSICAL EDUCATION

Although the material available for physical education shows no evidence of sex, race or class bias, the data on performance indicates that subtle and pervasive sexism is hampering the ability and performance of girls.

Tests of students indicate that boys and girls show the greatest similarity in athletic performance in the earliest years. Each succeeding year shows that boys' performance becomes increasingly better than girls'. The discrepancy between the sexes becomes wider during the middle years and by completion of grade 12, boys are much more fit than girls. But this need not occur. In fact, among boys and girls who excel at physical activities, there is very little difference in performance.

The development of fitness requires an affirmative action program to counteract the tradition and mythology which discourages athletic girls. By the middle years girls may have begun to lack motivation or to believe that femininity is inconsistent with excellence in sport. They may believe that females have less inherent ability than males or that some activities should be avoided because they will produce muscles or injury. It is important to combat this myth.

It is essential that any activity offered at the elementary level be available to both sexes. If, as sometimes happens, girls do not "try out" for school teams, strategies should be developed to change that. Boys at the elementary level may not show the same inclination to read as girls, but few teachers would accept that as inevitable or blame it on masculinity. Participation in physical education is as important for females as the development of reading skills is for males.

Girls, by grade 6, are usually taller and heavier than boys, and most research suggests that they should also be more physically capable than boys. However, girls have often been barred from league play and therefore have not had the opportunity to develop the same skills as boys. Teachers should not perpetuate this imbalance but attempt to rectify it.

There is considerable evidence of elitism in the physical education program, but this does not appear to be linked to race, class, or sex. It manifests itself in the extra attention and opportunity given to those who excel. The physical education program should be geared to all students with some extra encouragement given to those who have problems rather than to those who excel.

Funding may be provided to schools in a lump sum to cover classroom, intramural and competitive activities. When funding is inadequate to cover all costs, priority should be given to classroom activities which are available to all students. Schools should be careful to avoid thinking of after-school activities as part of the curriculum. Competition or intramural activities scheduled after regular school hours may exclude many students who have paper routes or baby-sitting jobs which they must do for economic reasons.

Some areas have a high concentration of immigrant students and should offer programs which include sports from other cultures. Field hockey in Canada, as an example, is primarily offered to girls, but this is not so in many cultures.

Recommendations

1. All physical education classes should be co-educational and should be offered daily by teachers who know about physical education methods and strategies.

2. All students on competitive teams should play equal amounts of time, thus developing the skills of the largest number of students.

3. All activities should be available to both sexes and competitive teams should contain equal numbers of boys and girls.

4. A positive image of girls and women in physical education, sports competitions and coaching should be developed, using posters, films and press releases.

Resources

1. Your Move. An excellent film about women in sports and recreation, available from Manitoba Education, School Film Services.

2. Cochrane, J., A. Hoffman, P. Kincaid, Sport: Women in Canadian Life (Toronto: Fitzhenry and Whiteside, 1977).

3. McFadden, F., Abby Hoffman (Don Mills: Fitzhenry and Whiteside, 1978).

SCIENCE AND MATHEMATICS: ANALYSIS OF APPROVED TEXTS

In mathematics and science, some bias is evident in the materials used; but more pervasively, there is bias in the expectations of society towards male and female achievement in these studies. Men have dominated the mathematics, natural science and engineering fields for some time. This does not mean, however, that boys have greater natural aptitudes in these areas:

> "The immorality of these sex differences lies precisely in the fact that they are the result of many subtle (and not so subtle) forces, restrictions, attitudes and other cultural and psychological constraints. We must work towards a society generally and an academic program specifically which ensures that freedom of opportunity to become whatever that individual is capable of becoming is not compromised by such a chance event as the child's sex at birth."[27]

If we continue to expect boys to do better than girls in these fields, if we define science as the product of masculine minds, and if we encourage our sons' and discourage our daughters' interests in science and math, our expectations will be fulfilled.

The science guide shows little evidence of bias with the exception of semantic stereotyping.

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[27] John Ernest, Mathematics and Sex (Santa Barbara: University of California Press, 1976, p. 21).

PUBLISHER: Addison Wesley Publishing Company
TEXT: *Science* (1980)
Science (1984)
GRADE LEVELS: 5 and 6 (1980)
5 and 6 (1984)

General Comments:

There are very few changes in the 1984 edition of *Science* -- most of the changes are in activities or bits of added factual material. Overall, there are few problems with sexism in these four books. The Level 5 books have fewer illustrations of females than males, but most of the adult female roles portrayed are non-traditional (e.g., meteorologist, T.V. announcer). The Level 6 books have almost as many female as male illustrations, but there are many more male role models depicted. In all the texts, male *and* female children are involved in similar activities. Almost one-half of all the illustrations include people of non Anglo-Saxon origin. Several names are also of varied origins.

p. 54 (Level 5)	*Comment:* Teachers should replace American references and examples with Canadian.
p. 82 (Level 5)	*Comment:* Teachers should do research to find names and pictures of other famous chemists--male and female.
p. 289 (Level 6)	*Comment:* Unlike the other illustrations, the picture of the female veterinarian is not accompanied by a descriptive note.
p. 288 (Level 6, 1984)	*Comment:* A good example of a female researcher is given here.

PUBLISHER: Allyn & Bacon
TEXT: Exploring Physical Science (1977)
GRADE LEVELS: 7 and 8

General Comments:

In this book, illustrations of males are twice as common as those of females. Women and female teenagers, however, appear in many non-traditional roles, involved in such areas as lab experimentation or farming. Almost half of the illustrations include other than white Anglo-Saxons. The text of the book is not at all sex-biased. This is especially apparent on pages 285-287, where illustrations show newspaper ads saying "an equal opportunity employer." The people mentioned as responsible for advances in science are all men. Teachers may want to do some research to find the names and achievements of women in particular areas.

PUBLISHER: Australian Science Education Project
TEXTS: Skin and Clothes (1974)
Genetics (1974)
Atoms (1974)
Pigments and Acidity (1974)
Water (1973)
Energy and Change (1974)
GRADE LEVELS: 7 and 8

General Comments:

These books, written in Australia, have an Australian bias, which can be alleviated by using supplementary Canadian information. The sketches are informative and humorous. Generally, there are many more illustrations of males than females. A large number of the illustrations are simple sketches, all of white Anglo-Saxons. There are a few photographs of non Anglo-Saxon people. The occupations of people in this series are often not designated--people's faces are used for comparisons or figures demonstrate lab procedures. In all the books, any references to scientists use masculine words--for example, in "Atoms" these questions are asked: "What sort of person is a great scientist? Is he different from other people?" Teachers might want to supplement this with information about what female scientists have found. Linguistic references in the written text are overwhelmingly male.

PUBLISHER: Ginn and Company
TEXTS: Physical Science: A Problem Solving Approach (1977)
Life Science: A Problem Solving Approach (1977)
GRADE LEVELS: 7 and 8

General Comments:

The authors of both texts have used sexist language throughout, although some awareness of non-sexist terminology is evident; for example, in Life Science on page 339, a title, "Man and His Environment," is followed two pages later by a chapter title, "Variations in a Human Population." Visuals portraying human beings in Life Science depict males seven times as often as females; in Physical Science, males are represented nine times as often as females. This inequity gives a subtle but clear message to male and female students: that girls and women either cannot or do not have a place in the scientific community. Teachers are therefore referred to Women in Science, a publication of the Science Council of Canada, available from Manitoba Education or the school library.

PUBLISHER: Charles E. Merrill Publishing Company
TEXT: "Focus on" Series: *Life Science* (1977)
Physical Science (1977)
Earth Science (1976)

GRADE LEVELS: 7 and 8

General Comments:

In all three texts, there are more illustrations of males than of females. In most cases, the females are involved in science-oriented occupations. In the *Physical Science* text, the many *sketches* of women doing lab work imply that no *photographs* were available. *Generally*, only male scientists are mentioned in these texts. Teachers must go to other sources to find information about the contributions of women to science. For example, on page 47 of *Earth Science*, the discussion involves male astronauts: teachers might refer to recent newspaper clippings dealing with female astronauts. The "People/Careers/Frontiers" pages are generally unbiased--both males and females, and people of various racial backgrounds are discussed. Most references in this book are to the United States, so teachers should gather supplementary references specific to Canada. Several of the "Interesting Reading" reference books are female-authored.

Life Science:

p. 111 *Comment:* Students might be interested to learn that opportunities in Veterinary Science are equal for males and females. Recent classes at W.C.V.M. (Western College of Veterinary Medicine, Saskatoon) have had more female than male students.

p. 247 *Comment:* Students should know that many males have become nurses.

PUBLISHER: J.B. Lippincott Company
TEXT: Earth Science: A Search for Understanding (1977)
GRADE LEVELS: 7 and 9

General Comments:

The most obvious problem with this text is its American bias; virtually all visuals and examples of scientific phenomena are American, and many questions ask for research and information about individual States. Sexist language is used throughout. Furthermore, only the works of male scientists are described; teachers can refer to Women in Science, a publication of the Science Council of Canada, available from Manitoba Education, for updated information. Females appear in visuals only once for every six visuals showing men. Many of the pictures seem dated.

PUBLISHER: Copp Clark Pitman
TEXT: Mathways, 2nd Edition (1981)
GRADE LEVELS: 5 and 6

General Comments:

This series is excellent. Males and females of different races are respresented equally in non-traditional roles. Names used are both Anglo-Saxon and non Anglo-Saxon--Franz, Chingsum, Brady, Souza, Lemieux. All those in the role of teacher are not female. Girls are depicted in sports clothing and in such active roles as the following: hockey player, commuter, discus thrower, wheelchair walkathon participant, pasta maker, voter, and armoured truck officer.

PUBLISHER: Ginn and Company
TEXT: Starting Points in Math (1982)
GRADE LEVELS: 5 and 6

General Comments:

In both books, male and female children are positively depicted. Both groups take part in traditional and non-traditional activities; for example, the boys cook, and the girls are involved in floor hockey. In Book 5, there are many more adult male roles depicted, but several female roles are non-traditional. In Book 6, adults of both sexes are involved in a variety of activities. In both books, there are several illustrations and names of non Anglo-Saxons.

PUBLISHER: Holt, Rinehart and Winston of Canada
TEXT: Holt Mathematics System, Books 5 and 6 (1980)
GRADE LEVELS: 5 and 6

General Comments:

There is no problem with sexist language in these texts. Although more occupations are given for males in both examples and problems, there is an excellent listing of non-traditional careers and positions which involve females: coin collector, part-time delivery person, micro-computer operator, naturalist, team ice-skater, drummer, hockey player, service station operator, and pharmacist. Many non Anglo-Saxon names are used and some races, other than the Caucasian race, are depicted in the sketches.

PUBLISHER: Houghton Mifflin Canada
TEXT: Houghton Mifflin Mathematics (1982)
GRADE LEVELS: 5 and 6

General Comments:

The problems in this series involve males and females equally, although males are illustrated more often than females. People of different races are shown, and many of the names are non Anglo-Saxon. Both boys and girls are depicted in active sports; both sexes cook and clean. The adult roles are varied, and though there are more male than female roles, the female roles are very often non-traditional; for example, in Book 1 on page 57, stereotyping is avoided: "Ms. Cunningham's private jet ..." Occasionally, names of places in Canada other than major cities are used; for example, Book 1, page 126, refers to Red Lake, and page 270, to Swift Current.

PUBLISHER: Addison-Wesley Canada
TEXT: School Mathematics 1 and 2 (1974)
GRADE LEVELS: 7 and 8

General Comments:

There are few references to either sex in this set of texts; any there are, however, are sex-stereotyped. For example, one problem points out that a woman's brain weighs less than a man's; on the following page, however, another problem refers to the percentage of total body weight of the male brain, giving no equivalent percentage in reference to the female body and brain. Problems involving girls have them wanting to make more cookies, having candy that they will share, and buying dresses on sale. Males, on the other hand, buy ten-speed bikes, do mathematics, take out loans at a bank, and take responsibility for mortgages. While there are numerous references to male athletics, there are only two famous women athletes mentioned: Billy Jean King at Wimbledon and Marilyn Neufville, who set a world track record in 1970. The only non Anglo-Saxon names used in problems are Juanita and Aretha.

PUBLISHER: Ginn and Company
TEXT: Starting Points in Math (1981/1982)
GRADE LEVELS: 7 and 8

General Comments:

In both books, adult female roles are under-represented. In Book 7, too few roles are given to girls, but in Book 8, they are involved in the same activities as boys are. Both books use several non Anglo-Saxon names but few non Anglo-Saxons are illustrated.

PUBLISHER: McGraw-Hill Ryerson
TEXT: Intermediate Mathematics, Books 1 and 2 (1981)
GRADE LEVELS: 7 and 8

General Comments:

Non-sexist language is used in these texts. Women appear in a large number of non-traditional careers and positions, such as cab driver, hockey player, and field representative for a pharmaceutical firm; and on page 103 (Book 2), Mrs. Dennis cuts cords of wood for fireplaces. Book 1 uses several non Anglo-Saxon names, but Book 2 uses very few. Generally, people are seldom illustrated in either text.

PUBLISHER: Nelson Canada
TEXT: Math Is (1975)
GRADE LEVELS: 7 and 8

General Comments:

This series has two or three times more illustrations of males than females. There are no pictures of people other than whites, and most of the names used are Anglo- Saxon. The grade 8 book (Math Is/2) uses a few non Anglo-Saxon names, but the first book definitely overuses "John," "Susan," "Mary," and "Harry." Many more adult male roles are depicted than adult female roles. The extensive use of male sports figures (especially hockey and football players) is obvious. When discussing children's roles in Math Is/1, the girls, if involved in sports, are usually in individual sports, while the boys buy footballs or ball gloves. In Math Is/2, there are equal examples of boys and girls in both team and individual sports. In the two books, only one or two women own or drive cars; all land and most homes are owned by men; men borrow money and women spend it. There are a few non-traditional examples, however.

Math Is/1

p. 104 Comment: This sentence is good in using both names, rather than "Mr. Robertson and his wife": "Mr. and Mrs. Robertson bought a colour T.V."

p. 201 Problem: The word "postman" is used.

Suggestion: Teachers should substitute the words "letter carrier."

p. 292 Problem: Sexist language is used: "When man ..."

Suggestion: Teachers should substitute terms like these: "when men and women" or "when humans."

p. 325 Problem: Sexist language is used again: "If two men ..."

Suggestion: Teachers should use "people" instead of "men."

TERMINOLOGY: GUIDELINES FOR ELIMINATING SEXISM[28]

I. Women and men should be treated with the same respect, dignity, and seriousness. Neither should be trivialized nor stereotyped, either in text or in illustrations. Women should not be described by physical attributes when men are described by mental attributes or professional position. Instead, both sexes should be dealt with in the same terms. References to a man's or a woman's appearance, charm, or intuition should be avoided when irrelevant.

Example	Alternative
Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.	The Harrises are an attractive couple. Henry is a handsome blond and Ann is a striking brunette.
	The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is a shrewd lawyer.
	The Harrises are an interesting couple. Henry is a shrewd lawyer and Ann is very active community (or church or civic) affairs.

A. In descriptions of women, a patronizing or girl-watching tone should be avoided, as should sexual innuendoes, jokes, and puns. Here are examples of practices to be avoided: focussing on physical appearance (a buxom blonde); using special female-gender word forms (poetess, aviatrix, usherette); treating women as sex objects or portraying the typical woman as weak, helpless, or hysterical; making women figures of fun or objects or scorn and treating their issues as humorous and unimportant.

Examples of stereotypes to be avoided: scatterbrained female; fragile flower; goddess on a pedestal; catty gossip; henpecking shrew; apron-wearing mother; frustrated spinster; ladylike little girl. Jokes at women's expense--such as the woman driver or nagging mother-in-law clichés--are to be avoided.

Example	Alternative
the fair sex; the weaker sex	women
the distaff side	the female side or line
the girls or the ladies (when adult females are meant)	the women

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[28] Adapted from Guidelines for Equal Treatment of the Sexes by McGraw-Hill.

Example	Alternative
girl, as in: I'll have my *girl* check that	I'll have my *secretary* (or my *assistant*) check that. (Or use the person's name.)
lady used as a modifier, as in *lady* lawyer	Women may be identified simply through the choice of pronouns: the lawyer made her summation to the jury. Try to avoid gender modifiers altogether. If modification must be used, woman or female is best: a course on women writers, or the airline's first female pilot.
the little woman; the better half; the ball and chain	wife
female gender word forms, such as authoress, poetess, Jewess	author, poet, Jew
female gender or diminutive word forms, such as suffragette, usherette, aviatrix	suffragist, usher, aviator (or pilot)
libber (a put down)	feminist; liberationist
sweet young thing	young woman; girl
co-ed (as a noun)	student
housewife	*homemaker* for a person who works at home, or rephrase with a more precise or more inclusive term
career girl or career woman	name the woman's profession: attorney Ellen Smith; Marie Sanchez a journalist (or an executive, a doctor, a lawyer, or an agent)
cleaning woman, cleaning lady, or maid	housekeeper; house or office cleaner
Housewives are feeling the pinch of higher prices.	Consumers (Cumstomers or Shoppers) are feeling the pinch of higher prices.
The sound of the drilling disturbed the *housewives* in the neighbourhood.	The sound of the drilling disturbed everyone within earshot (or everyone in the neighbourhood).

B. In descriptions of men, especially men in the home, references to general ineptness should be avoided. Men should not be characterized as dependent on women for meals, clumsy in household maintenance, or foolish in self-care.

The following should be avoided: characterizations that stress men's dependence on women for advice on what to wear and what to eat, inability of men to care for themselves in times of illness, and men as objects of fun (the henpecked husband).

C. Women should be treated as part of the rule, not as the exception. Generic terms, such as doctor and nurse, should be assumed to include both men and women, and modified titles such as "woman doctor" or "male nurse" should be avoided. Work should never be stereotyped as "woman's work" or as "a man-sized job." Writers should avoid showing a "gee-whiz" attitude toward women who perform competently; for example, writers should avoid patronizing statements like these: "Though a woman, she ran the business as well as any man," or "Though a woman, she ran the business efficiently."

D. Women should be spoken of as participants in the action, not as possessions of the men. Terms such as pioneer, farmer, and settler should not be used as though they applied only to adult males.

Example	Alternative
Pioneers moved west, taking their wives and children with them.	Pioneer families moved west. Pioneer men and women (or pioneer couples) moved west, taking their children with them.

E. Women should not be portrayed as needing male permission in order to act or to exercise rights (except, of course, for historical or factual accuracy.)

Example	Alternative
Jim Weiss allows his wife to work part-time.	Judy Weiss works part-time.

II. In reference to humanity at large, language should operate to include women and girls. Terms that tend to exclude females should be avoided whenever possible.

A. The word man has long been used not only to denote a person of male gender, but also generically to denote humanity at large. To many people today, however, the word man has become so closely associated with the first meaning (a male human being) that they consider it no longer broad enough to be applied to any person or to human beings as a whole. In deference to this position, alternative expressions should be used in place of man (or derivative constructions used generically to signify humanity at large), whenever such substitutions can be made without producing an awkward or artificial construction. In cases where *man*-words must be used, special efforts should be made to ensure that pictures and other devices make explicit that such references include women.

Here are some possible substitutions for *man*-words:

Example	Alternative
mankind	humanity, human beings, human race, people
primitive man	early human beings, early people, ancient men and women
man's achievements	human achievements
If a man drove 50 miles at 60 m.p.h. ...	If a person (or driver) drove 50 miles at 60 m.p.h. ...
the best man for the job	the best person (or candidate) for the job
man-made	artificial; synthetic; manufactured, constructed; of human origin
manpower	human power; human energy; human resources; workers; workforce
grow to manhood	grow to adulthood; grow to manhood or womanhood

B. The English language lacks a generic singular pronoun signifying *he* or *she*, and therefore it has been customary and gramatically sanctioned to use masculine pronouns in expressions such as "one ... *he*," "anyone ... *he*", and "each child opens *his* book." Nevertheless, avoid when possible the pronouns *he*, *him*, and *his*, in reference to a hypothetical person or humanity in general.

1. Reworded alternatives may be considered.

Example	Alternative
The average Canadian drinks his coffee black.	The average Canadian drinks black coffee.

2. Re-cast into plural.

Example	Alternative
The average Canadian drinks his coffee black.	Most Canadians drink their coffee black.

3. Replace the masculine pronoun with "one," "you," "he or she," "her or his," as appropriate. (Use "he or she" and its variations sparingly to avoid clumsy prose.)

4. Alternate male and female expressions and examples.

Example	Alternative
I've often heard supervisors say, "He's not the right man for the job," or "He lacks the qualifications for success."	I've often heard supervisors say "She's not the right person for the job," or "He lacks the qualifications for success."

5. Avoid using "he" when the intent is to describe men and women. "She/he" may be used as an alternative to the generic "he."

C. Occupational terms ending in man should be replaced by terms that can include members of either sex unless they refer to a particular person.[29]

Example	Alternative
businessman	business executive; business manager
fireman	firefighter
mailman	mail carrier; letter carrier
salesman	sales representative; salesperson; sales clerk
insurance man	insurance agent
statesman	leader; public servant
chairman	chairperson; the person presiding at (or chairing) a meeting; the presiding officer; the chair, head; leader; coordinator; moderator
cameraman	camera person; camera operator; camera technician
foreman	supervisor

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[29] For further suggestions on alternative non-sexist job titles, refer to Guidelines: Employment Advertising, Manitoba Human Rights Commission.

D. Language that assumes all readers are male should be avoided.

Example	Alternative
you and your wife	you and your spouse
when you shave in the morning	when you brush your teeth (or wash up) in the morning

III. Language used to designate and describe females and males should treat the sexes equally.

A. Parallel language should be used for women and men.

Example	Alternative
the men and the ladies	the men and the women; the ladies and the gentlemen; the girls and the boys; husband and wife

Note that lady and gentlemen, wife and husband, and mother and father are role words. Ladies should be used for women only when men are referred to as gentlemen. Similarly, women should be called wives and mothers only when men are referred to as husbands and fathers. Like a male shopper a woman in a grocery store should be called a customer, not a housewife.

B. Women should be identified by their own names (e.g., Indira Gandhi). They should not be referred to in term of their roles as wife, mother, sister, or daughter unless it is in these roles that they are significant in context. Nor should they be identified in terms of their marital status (Mrs. Gandhi) unless this brief form is stylistically more convenient (than, say, Prime Minister Gandhi) or is paired with similar references to men.

1. A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

Example	Alternative
Bobby Riggs and Billie Jean	Bobby Riggs and Billie Jean King
Mrs. Meir and Moshe Dayan	Golda Meir and Moshe Dayan or Mrs. Meir and Mr. Dayan

2. Unncesssary reference to or emphasis on a woman's marital status should be avoided. Whether married or not, a woman should be referred to by her original name or her married name, according to her preference.

C. Whenever possible, a term should be used that includes both sexes. Unnecessary references to gender should be avoided.

Example	Alternative
college boys and co-eds	students

D. Insofar as possible, job titles should be non-sexist. Different nomenclature should not be used for the same job depending on whether it is held by a male or by a female.[30]

Example	Alternative
steward or purser or stewardess	flight attendant
policeman and policewoman	police officer
maid and houseboy	house or office cleaner; servant

E. Different pronouns should not be linked with certain work or occupations on the assumption that the worker is always (or usually) female or male. Instead either pluralize or use he or she and she and he.

Example	Alternative
the consumer or shopper ... she	consumers or shoppers ... they
the secretary ... she	secretaries ... they
the breadwinner ... his earnings	the breadwinner ... his or her earnings, or breadwinners ... their earnings

F. Males should not always be first in order of mention. Instead, alternate the order: women and men, gentlemen and ladies, she or he, her or his.

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[30] For further suggestions on alternative non-sexist job titles, refer to Guidelines: Employment Advertising, Manitoba Human Rights Commission.

STRATEGIES FOR CHANGE[31]

1. Working with Teachers

A. Strategy at the Informal Level

A great deal of informal debate takes place in the staff room during lunch and daily breaks. This is an excellent forum for individuals to raise the issue of discrimination in education and the broader issues of the women's movement and basic human rights. Teachers may find that these concerns are often extremely controversial as well as emotionally charged; this makes it necessary to keep a cool head during debate. It is not worth devoting time and effort to responding to jokes and put-downs or even entering into lengthy debates on broad philosophical questions such as "male bonding" or "female passivity." On the other hand, teachers can really help to convince colleagues of the stupidity of sexism, racism, or class bias if they concentrate on specifics such as examples from textbooks, differences in P.E. training and opportunities, sexist language in the daily newspaper and sexist attitudes in students.

One of the reasons that it is important to keep this kind of informal debate going (painful though it may be at times) is to create support for changes at the formal level of rules and regulations at staff or committee meetings.

B. Strategy at the Formal Level

Teachers often find many situations or regulations within their school which they feel are discriminatory and contribute to sexual, racial, or class stereotyping. Examples of this include:

- segregated classrooms and/or playgrounds;
- division of responsibilities so that only boys operate projectors or only girls do clean-up chores;
- racist jokes and allusions;
- teachers' assumptions that children from higher income families are "brighter" than those from lower income backgrounds.

Although discussions at the informal level are very important, decisions to rectify situations are usually made at the formal level of staff meetings, staff committee meetings or local association meetings. A teacher may wish to initiate a general discussion on discrimination at a staff meeting before proposing specific changes within the school. If his or her proposals are accepted by the staff and are successfully implemented, he or she may wish to take a recommendation to the local association for debate and approval as general policy throughout the district.

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[31] Adapted from Non-sexist Curriculum Materials for Elementary Schools (B.C. Teachers' Federation, Status of Women Committee, 1974).

A teacher may find that parents in the community are also interested in the problems of discrimination in education. If there is a parents' group in the school, a teacher can discuss his or her concerns with them. A guest speaker might be brought in to review specific areas of interest and spark discussion.

II. Working with Parents[32]

Parents' concern about bias in the school can often result in positive remedial action. For example, at Grosvenor School in Winnipeg School Division, the parent-teacher school executive agreed that any textbook series chosen for use in Grosvenor School should include information about:

- interesting and adventurous girls and women;
- women in the labour force and men and women in non-traditional roles and jobs;
- modern Native people;
- males and females from a wide range of racial, ethnic and social-class groups;
- children from one-parent families;
- people with handicaps.

Similar formal motions could be the basis for discussion and action at your school.

III. Working with the Community

"What can educators do to challenge and correct the detrimental effects of racial stereotype and role socialization in schools? First, they must realize that schools mirror the elitism, racism, and sexism of our society. Thus, efforts to challenge bias in school must be perceived as part of a larger and long-range struggle to change the inequalities which schools maintain and perpetuate.

Issues which will benefit all men and women, not merely a privileged few, should have the highest priority. For example, struggles to end streaming are more basic than struggles to get a few more female students in the honors stream, and attempts to open up the school authority and decision-making structure to all those groups affected by it are more basic than attempts to get a few more female principals. Efforts to rid schools of sexist attitudes and practices must be linked with broader efforts if all are to be successful.

Second, since sex role stereotypes are so pervasive, an individual teacher may find it helpful to work with other teachers in consciousness-raising groups and sex role committees to better understand and struggle with the ways we are oppressed by (and oppress our students with) sexist, racist and elitist ideas and behaviours. In addition to collective efforts to change classroom practices, teachers should form school-wide committees to focus on curricular programs and materials; challenge sex-segregated classes and activities and gather data on hiring and promotion practices, salaries and so on."[33]

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[32] Grosvenor School Association minutes, January 1979.

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[33] Adapted from Betty Levy, "Do Teachers Sell Girls Short?" (B.C. Teachers' Federation).

ANNOTATED BIBLIOGRAPHY
REAL BOOKS FOR REAL PEOPLE (GR. 5-8)

Aldis, Dorothy. *Nothing is Impossible*. New York: Atheneum, 1977.

A biography of Beatrix Potter who achieved a place in the hearts and minds of children through her remarkable courage and determination.

Allinson, Beverley and Barbara O'Kelly. *All Aboard! A Cross-Canada Adventure*. Toronto: Greey de Pencier Books, 1979.

The story of a girl's train trip across Canada from Woody Point, Newfoundland to Vancouver, British Columbia, the biggest adventure of her life so far.

------. *Click*. Agincourt, Ontario: Methuen Publications, 1976.

Gary, Rebecca, Sharon and Selwyn learn about photography.

------. *Flashbacks*. Toronto: Methuen Publications, 1976.

Rebecca, Sharon, Selwyn, and Gary tame the wilderness, harvest the crops, build the railroad, dance the Charleston, and give Miguel a glimpse of his new country.

------. *Trips*. Toronto: Methuen Publications, 1976.

Sharon, Gary, Rebecca, and Selwyn write letters, sail boats, fly kites, bust broncos, and dance with dragons.

------. *Wallpaper*. Agincourt, Ontario: Metheun Publications, 1976.

Sharon, Selwyn, Gary and Rebecca write copy, meet a deadline, roll the press and hang a newspaper.

Blume, Judy. *Are You There God? It's Me Margaret*. New York: Del Publishing, 1974.

Margaret is going to be twelve and she shares with the readers her anxieties about growing up.

------. *Iggie's House*. New York: Dell Publishing, 1970.

This book deals with the confusion and frustration of Winnie when she confronts the racial prejudice against her new neighbours.

Burnett, Frances Hodgson. *The Secret Garden*. New York: Dell Publishing, 1962.

A secret garden works its magic on two angry, ill-tempered, abandoned children.

Butterworth, Oliver. The Enormous Egg. New York: Dell Publishing, 1956.

A fanciful tale of a boy who helps to hatch an incredible creature from an enormous egg.

Cunningham, Julia. Drop Dead. New York: Avon Books, 1965.

A spine-tingling horror story.

Dickson, Seonida and Barry. About Nellie and Me. Toronto: James Lorimer, 1978.

Two stories about making hard decisions.

Downie, Mary Alice and John. Honor Bound. New York: Oxford University Press, 1980.

A Canadian historical novel for children aged 8-12, about the Avery's experiences in 1784.

Duncan, Frances. Kap-Sung-Ferris. Toronto: Burns and MacEachern, 1977.

A false accusation of shoplifting forces Kim Ferris to consider her future in Canada.

Exley, Richard and Helen. Eds. Dear World. New York: Methuen Publications, 1979.

Children from fifty nations describe "How I'd put the world right."

Fitzhugh, Louise. Harriet the Spy. New York: Dell Publishing, 1975.

The classic adventure of Harriet, an enterprising, sharp-witted person.

------. Nobody's Family is Going to Change. New York: Dell Publishing, 1974.

This book encompasses black rights, women's rights, children's rights, interfamily relationships, as well as obesity. The author portrays strong believable characters.

Freeman, Bill. Cedric and the North End Kids. Toronto: James Lorimer, 1978.

Cedric moves from Jamaica to Hamilton, Ontario, and finds a bewildering change.

George, Jean Craighead. Julie of the Wolves. New York: Harper and Row, 1972.

The story describes the clash between the traditional values of the Inuit people and the encroaching modern way of life.

Gripe, Maria. The Glassblower's Children. New York: Dell Publishing, 1973.

A brooding, compelling fantasy by a distinguished Swedish writer.

Jiles, Paulette. The Golden Hawks. Toronto: James Lorimer, 1978.

A group of suburban children want a meeting place of their own and have strange adventures while building a clubhouse.

Kerr, Judith. When Hitler Stole Pink Rabbit. New York: Dell Publishing, 1971.

The book is an exploration of family solidarity in Europe before the outbreak of World War II.

Konigsburg, E.L. From the Mixed Up Files of Mrs. Basil E. Frankweiler.

Two runaway children solve a mystery at the Metropolitan Museum of Art in New York.

Little, Jean. Kate. New York: Harper and Row, 1971.

In an exciting year, Kate finds out about her father's Jewish heritage and learns some important lessons about herself.

------. Listen for the Singing. New York: E.P. Dutton, 1977.

A visually impaired girl confronts her own fears and the racism against Germans during the war years in Canada.

McFadden, Fred. Bobby Clark. Don Mills, Ontario: Fitzhenry and Whiteside, 1976.

A biography of a hockey superstar.

------. Ken Dryden. Don Mills, Ontario: Fitzhenry and Whiteside, 1976.

A biography of an outstanding goalie who combined his hockey career with education to become a lawyer.

------. Abby Hoffman. Don Mills, Ontario: Fitzhenry and Whiteside, 1978.

Abby Hoffman's story of athletic achievement in track is simply recounted.

Miles, Betty. All It Takes is Practise. New York: Dell Publishing, 1976.

A white boy and black boy cope with the problems that arise as their friendship develops in a small midwestern American community.

------. The Real Me. New York: Avon Books, 1974.

This is a story about the ideas and adventures of the real Barbara Fisher which include her taking over her brother's paper route and taking tennis instead of slimnastics, both considered to be unsuitable for girls.

Moore, Tom. Goodbye Momma. Portugal Cove, Nfld.: Breakwater Publishers, 1976.

This is a story of childhood in Newfoundland outports a generation ago. The fears, passions and glories of young children are recounted in a very sympathetic way.

Mountain, Robert. Journey Under the Sea. Waitsfield, Vermont: Vermont Crossroads Press, 1977.

The reader is taken beneath the surface of the ocean in a diving bell and can choose between alternative adventures, to explore the immediate surroundings or search for the lost city of Atlantis, each leading to many possible endings.

Norton, Andre. Outside. New York: Avon Books, 1974.

A science fiction story that features Kristie and her brother Lew, two of the few survivors of a polluted earth who are sealed into a huge domed city.

------. Star Ka'at. New York: Archway Pocketbooks, 1976.

A science fiction story in which two super-intelligent cats from outer space come to earth on a rescue mission and form a deep attachment to two young orphans, Jim and Elly Mae.

------. Star Ka'at World. New York: Archway Pocketbooks, 1978.

The second in the Star Ka'at series in which Jim and Elly Mae must rescue their cat friends from killer robots.

------. Star Ka'ats and the Plant People. New York: Archway Pocketbooks, 1979.

Jim and Elly Mae fight to save the plant people from attack by crab/spider monsters.

Paterson, Katherine. Bridge to Terabitha. New York: Avon Books, 1977.

The story of a special friendship between a girl and a boy which opens up worlds of imagination and learning.

------. The Great Eily Hopkins. New York: Avon Books, 1978.

The touching story of a rebellious unmanageable, loveable foster child who is looking for a place to call home.

Repo, Satu. Marco and Michela. Toronto: James Lorimer, 1978.

This story is about Marco and Michela, children of Italian immigrant parents in a big Canadian city who never have a dull moment.

------. What's a Friend. Toronto: James Lorimer, 1978.

The meaning of friendship between a new Canadian Fernanda and a "real" Canadian, Emily, is the basis of this story.

Silman, Roberta. Somebody Else's Child. New York: Dell Publishing, 1976.

This is a modest but effective story about an adopted child.

Singer, Isaac Bashevis. When Schlemiel Went to Warsaw and Other Stories. New York: Dell Publishing, 1968.

Eight stories (five based on traditional Yiddish folk tales) reveal the distinctive people of a small village in the Ukraine.

Smucker, Barbara. Underground to Canada. New York: Puffin Books, 1978.

A compelling story about the escape from slavery of four young people and their eventual arrival in Canada.

Sobol, Harriet Langsam. My Brother Steven is Retarded. New York: MacMillan, 1977.

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Women's Educational Press. Come With Us. 1978.

A fine selection of children's writing and drawings.

THEMATIC BIBLIOGRAPHY
REAL BOOKS FOR REAL PEOPLE (GR. 5-8)

ADOPTION

Somebody Else's Child by Roberta Silman

BIOGRAPHY

Abby Hoffman by Fred McFadden
A Child in a Prison Camp by Shizuye Takashima
"All Aboard!" by Beverley Allinson and Barbara O'Kelly
Bobby Clark by Fred McFadden
Come With Us by Women's Educational Press
Dear World by Richard and Helen Exley, Eds.
Ken Dryden by Fred McFadden
Nothing is Impossible by Dorothy Aldis

FANTASY

Charlotte's Web by E.B. White
The Enormous Egg by Oliver Butterworth
The Glassblower's Children by Maria Gripe
Journey Under the Sea by Robert Mountain
The Secret Garden by Frances Burnett

FRIENDSHIP

Bridge to Terabitha by Katherine Paterson
What's a Friend by Satu Repo

FOSTER CHILD

The Great Eily Hopkins by Katherine Paterson

GROUP INTERACTION

About Nellie and Me by Seonida and Barry Dickson
Click by Beverley Allinson and Barbara O'Kelly
Flashbacks by Beverley Allinson and Barbara O'Kelly
The Golden Hawks by Paulette Jiles
Nobody's Family is Going to Change by Louise Fitzhugh
Trips by Beverley Allinson and Barbara O'Kelly
Wallpaper by Beverley Allinson and Barbara O'Kelly

HISTORICAL FICTION

Goodbye Momma by Tom Moore
Honor Bound by Mary Alice and John Downie
Julie of the Wolves by Jean Craighead George
Underground to Canada by Barbara Smucker
When Hitler Stole Pink Rabbit by Judith Kerr
When Schlemiel Went to Warsaw and Other Stories by Isaac Bashevis Singer

MYSTERY

Drop Dead by Julia Cunningham
Harriet the Spy by Louise Fitzhugh
From the Mixed Up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg

PHYSICAL DISABILITIES

Listen for the Singing by Jean Little
My Brother Steven is Retarded by Harriet Langsam Sobol

RACIAL INTERACTION

A Child in Prison Camp by Shizuye Takashima
All It Takes is Practice by Betty Miles
Cedric and the North End Kids by Bill Freeman
Iggie's House by Judy Blume
Kate by Jean Little
Listen for the Singing by Jean Little
Marco and Michela by Satu Repo
Nobody's Family is Going to Change by Louise Fitzhugh
When Hitler Stole Pink Rabbit by Judith Kerr

SCIENCE FICTION

Outside by Andre Norton
Star Ka'at by Andre Norton
Star Ka'ats and the Plant People by Andre Norton
Star Ka'at World by Andre Norton

STRONG IMAGES OF GIRLS AND WOMEN

Are You There God, It's Me Margaret by Judy Blume
Higher Than the Arrow by Judy Vander Verr
Julie of the Wolves by Jean Craighead George
Kap-Sung Ferris by Frances Duncan
Kate by Jean Little
Listen for the Singing by Jean Little
Nobody's Family is Going to Change by Louise Fitzhugh
Nothing is Impossible by Dorothy Aldis
The Real Me by Betty Miles